

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180075

Grants.gov Tracking#: GRANT12659351

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180075

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/22/2018

4. Applicant Identifier:

PRO00020606

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: University of Florida Board of Trustees

* b. Employer/Taxpayer Identification Number (EIN/TIN):

59-6002052

* c. Organizational DUNS:

969663814

d. Address:

* Street1: 207 Grinter Hall

Street2: PO Box 115500

* City: Gainesville

County/Parish: Alachua

* State: FL: Florida

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 326115500

e. Organizational Unit:

Department Name:

Center for European Studies

Division Name:

Liberal Arts and Sciences

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name: Stephanie

Middle Name:

* Last Name: Gray

Suffix:

Title: Asst Vice President for Research

Organizational Affiliation:

* Telephone Number: 352-392-9267

Fax Number:

* Email: ufawards@ufl.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Center for European Studies Title VI National Resource Center and FLAS Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,935,682.00"/>
* b. Applicant	<input type="text" value="1,821,684.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,757,366.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Florida

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	39,823.00	40,901.00	42,011.00	43,154.00		165,889.00
2. Fringe Benefits	9,917.00	10,208.00	10,508.00	10,816.00		41,449.00
3. Travel	22,500.00	24,000.00	22,500.00	22,500.00		91,500.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction						
8. Other	139,146.00	145,586.00	137,696.00	128,706.00		551,134.00
9. Total Direct Costs (lines 1-8)	211,386.00	220,695.00	212,715.00	205,176.00		849,972.00
10. Indirect Costs*	16,399.00	17,024.00	16,505.00	15,782.00		65,710.00
11. Training Stipends	255,000.00	255,000.00	255,000.00	255,000.00		1,020,000.00
12. Total Costs (lines 9-11)	482,785.00	492,719.00	484,220.00	475,958.00		1,935,682.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 52.50 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # P015A180075

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
University of Florida	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	187,369.00	192,815.00	198,423.00	204,202.00		782,809.00
2. Fringe Benefits	51,888.00	53,435.00	55,028.00	56,670.00		217,021.00
3. Travel	13,000.00	13,000.00	13,000.00	13,000.00		52,000.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	5,000.00	5,000.00	5,000.00	5,000.00		20,000.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction						
8. Other	45,156.00	45,964.00	46,812.00	47,703.00		185,635.00
9. Total Direct Costs (lines 1-8)	302,413.00	310,214.00	318,263.00	326,575.00		1,257,465.00
10. Indirect Costs	135,972.00	139,294.00	142,714.00	146,239.00		564,219.00
11. Training Stipends						
12. Total Costs (lines 9-11)	438,385.00	449,508.00	460,977.00	472,814.00		1,821,684.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Stephanie.Gray	Asst Vice President for Research
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Florida Board of Trustees	06/22/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="University of Florida"/> * Street 1 <input type="text" value="207 Grinter Hall"/> Street 2 <input type="text" value="PO Box 115500"/> * City <input type="text" value="Gainesville"/> State <input type="text" value="FL: Florida"/> Zip <input type="text" value="32611-5500"/> Congressional District, if known: <input type="text" value="FL-003"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text" value="ED-GRANTS-052518-001"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text" value="NA"/> Street 2 <input type="text"/> * City <input type="text" value="NA"/> State <input type="text" value="FL: Florida"/> Zip <input type="text" value="32611-5500"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Stephanie.Gray"/> * Name: Prefix <input type="text" value="Ms."/> * First Name <input type="text" value="Stephanie"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Gray"/> Suffix <input type="text"/> Title: <input type="text" value="Asst Vice President for Research"/> Telephone No.: <input type="text" value="352-392-9267"/> Date: <input type="text" value="06/22/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

CES_NRC_FLAS_GEPA_FINAL.pdf

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General Education Provisions Act (GEPA) Section 427 Narrative

University of Florida Center for European Studies The University of Florida

The University of Florida (UF) is committed to nondiscrimination on the basis of race, color, marital or veteran status, sex, religion, creed, national origin, political opinions or affiliations, age, or disability. This policy applies to students, faculty, and staff. The University believes in equal opportunity practices that conform to both the spirit and the letter of all laws against discrimination.

Faculty and Staff Participation

UF assures each job applicant or employee equal opportunity in all university practices, programs, policies, and procedures without regard to race, color, sex, religion, creed, national origin, marital status, political opinions or affiliations, disability, or age. This includes but is not limited to recruitment, examination, appointment, training, promotion, demotion, compensation, retention, discipline, and separation. Hiring activities of the UF Center for Latin American Studies (CLAS) are carried out under the University's non-discrimination and equal access policies. CLAS's programs and activities are open to all University faculty and staff.

Student Participation

There is a strong commitment to equal education for all UF students. The University strives to be aware of and sensitive to the unique needs of all students. Student needs are addressed through a lens of knowledge, awareness, and sensitivity to cultural, racial, religious, ethnic, and disability diversity. UF provides substantial support services to minority students and students with disabilities to ensure that they are able to successfully participate in all aspects of campus life.

Recruitment and retention of all students is important. UF provides numerous programs to assist students in adapting to college life. Examples include the University Minority Mentors Program, which pairs incoming minority freshmen with specific faculty mentors, the Machen Florida Opportunity Scholars Program focusing on first generation student support, Multicultural and Diversity Affairs with its 5 focus areas (Institute of Black Culture; Institute of Hispanic-Latino Cultures; Lesbian, Gay, Bisexual, Transgender, Queer Affairs; Asian Pacific Islander American Affairs; and Intercultural Engagement), the Cycles of Success Program, which creates links between experienced undergraduates and incoming new students, and the Presidential Scholarships, which financially assists outstanding incoming minority students.

Support services for disabled students, coordinated by the UF Disability Resource Center, are individualized to meet the students' needs. A textbook recording program provides academic textbooks in audio format to assist students with print-related disabilities. Students with learning disabilities are given additional assistance and in-class support to ensure they are able to successfully participate in their classes. Lectures may be recorded and transcribed to assist students with hearing disabilities. All university structures allow access to physically disabled people.

Center Activities

CLAS's programs and activities are open to all UF students, faculty, and staff. Outreach activities are open to the public. CLAS's activities conform to UF rules and regulations, ensuring equitable access and participation. In addition, care has been taken to create a broad-based external advisory board with effective representation of women and minority groups. Selection mechanisms for funding opportunities are also designed to promote access and broad participation, especially among traditionally underrepresented groups.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of Florida Board of Trustees

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Stephanie Middle Name:
* Last Name: Gray Suffix:
* Title: Asst Vice President for Research

* SIGNATURE: Stephanie.Gray

* DATE: 06/22/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Amie	D	Kreppel	<input type="text"/>

Address:

Street1:	3324C Turlington Hall
Street2:	<input type="text"/>
City:	Gainesville
County:	<input type="text"/>
State:	FL: Florida
Zip Code:	326117342
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
352-273-2399	<input type="text"/>

Email Address:

kreppel@ufl.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

NRC/FLAS Proposal
Center for European Studies at the University of Florida
ABSTRACT

Description of Center: The Center for European Studies (CES) at the University of Florida (UF) is a **comprehensive interdisciplinary area studies center** housing **12 faculty lines**, several **degrees** and **study abroad** programs. CES serves as a **central hub** and an important **resource** for Europe related activities at UF and is dedicated to **promoting pan-European language and area studies** teaching and research across the campus, the state and the region. CES provides **critical funding support** for research and travel for faculty and graduate students and supports the expansion of the European Studies program through course development and enhancement grants. In addition CES provides **critical outreach initiatives** for K-12 teachers and students (in collaboration with the UF College of Education), local and regional community colleges (CC) and minority serving institutions (MSI), the business community, general public, and underserved groups. CES collaborates broadly with other international and Europe focused centers, institutes and associations at UF and beyond the campus confines.

Mission: The fundamental mission of CES is to expand and improve current teaching, research and outreach activities related to Europe on campus, in the community and across the region, and to serve as a valuable resource for those interested in European Studies nationwide. This is accomplished by building on the current strengths in European studies that exist across UF, to expand the impact of CES without duplicating the efforts of others. CES is committed to developing effective links between faculty members and students who focus exclusively or partially on Europe in the various centers, departments, professional schools and colleges across UF, and by expanding those links to new audiences in departments and fields not traditionally engaged in European studies. By facilitating collaboration between these diverse audiences CES strives to provide significantly improved area and language training (especially in the LCTLs), as well as new opportunities for faculty and student development. In addition to its on-campus mission, CES is committed to providing organized and comprehensive outreach activities.

Degrees and Programs: CES houses a variety of **interdisciplinary degrees** including **Minors** and **Certificates** in **European Union Studies** and **East Central European Studies**, as well as a **Graduate Certificate** in **Modern European Studies** and **European track** of the **International Studies Major (IS-Eur)**. Several programs including **Czech, Hungarian, Polish and Turkish Studies**, as well as the **Migration Studies** project are also housed within CES. UF provides a variety of additional opportunities for students to specialize in European studies **outside CES**, including **major and minor degrees in 7 European languages** and a variety of specializations that can be Europe focused in the College of Liberal Arts and Sciences, College of the Arts and the College of Journalism among others. The Business and Law Schools also offer opportunities to specialize in European studies through comparative and international degree programs.

Language and Area Studies Coverage: in AY 2016-2017 **161 language courses** were offered in **13 European languages**, (10 LCTLs) including **101 courses** at the **intermediate** and **advanced** levels and a combined enrollment of **over 6,000 students**. UF also currently offers almost **700 area studies courses** with at least 25% European content. These courses are distributed across 12 of UF's 16 colleges and represent **56 different departments**. In **AY 2016-2017 alone nearly 400 courses** were offered that had at least 25% European content.

Faculty: With approximately 200 faculty dedicating at least 25% of their teaching and research to European Studies and approx. **90 core faculty** dedicating 75% or more of their time to Europe related activities across 36 disciplines and 9 colleges, CES is well positioned to help create new synergies between faculty across the university. The strength and diversity of the European Studies faculty ensures that the activities of the CES incorporate a wide range of perspectives and diverse interests, while appealing to a broad spectrum of academic and non-academic audiences.

Library: Housing **almost 9.5 million volumes** the 8 libraries at UF rank among the best public school libraries in the country. The **European collection** consists of **over 1.9 volumes**, including almost **1.5 million foreign language texts**, and several specialized collections including a rare collection of memorial books on extinguished East European Jewish Communities, the *Constantindis* library on modern Greece and an EU Depository collection. There are **14 library staff** members dedicated in whole or part to the European collections and a search for **specialized EU government documents librarian** is scheduled for 2018-2019.

Outreach: CES independently and collaboratively engages in significant outreach activities including **K-12 teacher area studies and language training workshops and on-line resources, school visits, public exhibitions, film festivals, business seminars and workshops, targeted media initiatives and specialized programs for underserved communities**. In 2016-2017 CES hosted 6 workshops, information sessions, and a language training program for the K-12 community, 3 international conferences, 7 professionalization activities for students, 39 invited speakers, 17 film screenings and public events, and 10 events that targeted underserved communities. In all CES collaborated with 30 different campus units on these activities.

Overview FY18-22: During the grant cycle the CES will actively promote both the absolute and the competitive priorities of the NRC and FLAS programs. The NRC absolute priority (AP1) of incorporating diverse perspectives is intrinsic to the core mission of CES and teacher training has always been a central element of the CES outreach effort (AP2) in collaboration with the UF College of Education (CP2). As in the past, programing for the 2018-2022 cycle includes targeted outreach and training events for local and regional community college and minority serving institutions (CP1). The proposed activities are designed to increase the campus, regional and national impact of CES in language and area studies, teaching and research and outreach. To expand and improve language instruction CES is proposing the creation of a full time Polish lecturer, the creation of **online LCTL courses**, the development of **new FLAC courses** and onsite **OPI training** for faculty. To strengthen and expand area studies and support continued growth of European Studies degrees; **new course development/enhancement grants** will be offered, including targeted opportunities for non-traditional fields and special **professionalization initiatives** will be created to assist students at all levels as well as supporting faculty and staff through speakers programs (students) and support for faculty/staff participation in regional and national conferences. Research support is provided through **research and travel grants, speakers programs** and interdisciplinary **annual thematic conferences** on topics such as ‘Refugees, Migrants and Cultural Contestation in Europe’ and ‘Climate Change, Sustainability and the Transatlantic Relationship.’ Planned outreach activities include an **online version of LTSI** (Language Teaching Summer Institute), **travelling suitcases**, and improved electronic teacher resources developed in **coordination with the College of Education**, as well as **expanded support for CC** (course enhancement grants) and **MSI** (Georgia consortia, support for Univ. of Puerto Rico). In all arenas CES will be working to improve assessment tools with the support of an **Assessment Program Assistant**.

Project Narrative File(s)

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Center for
EUROPEAN STUDIES
at the University of Florida

PROJECT NARRATIVE

A. PROGRAM PLANNING AND BUDGET

A1. Qualities and Purpose of Planned Activities: The Center for European Studies (CES) at the University of Florida (UF) is dedicated to promoting the core goals of the Title VI NRC/FLAS program, including excellence in academic research and teaching and effective programmatic and outreach activities that embody diverse perspectives and increase European language and area studies expertise across a variety of audiences (AP1). In particular, CES programs and activities are developed specifically to assist graduate and undergraduate students in attaining foreign language (FL) competency (especially at the intermediate and advanced levels) and area studies expertise and to support increased research and teaching on European topics among UF faculty from a variety of fields and disciplines. CES also collaborates with the UF College of Education (CoEd) to provide innovative training programs to K-12 students and teachers (CP2).

Beyond UF, CES works with community colleges (CC) and minority serving institutions (MSI) in Florida and the region to provide opportunities for faculty training to increase the availability of European Studies (ES) programs to students at these institutions (CP1). CES K-12 outreach activities provide training and resources for local, regional and national language and area studies teachers to improve their capacity to provide high quality Europe related learning opportunities to their students (AP2). Outside of the classroom CES organizes a wide array of activities and initiatives that provide information and training on European topics to businesses, the general public and underserved communities. Together these activities support the absolute and competitive priorities of the Title VI program, and provide training and information that prepares students for public service in government, education, business, and non-profit sectors.

The proposed CES programming is organized around 5 core **Project Goals (PG)** developed through a comprehensive review of CES contributions to European Studies (ES) and areas of possible improvement. These activities are aimed at (1) expanding the regional and

national impact of CES activities, (2) increasing the participation of faculty and students from disciplines not traditionally associated with ES, (3) enhancing professionalization programs for undergraduate and graduate students and CES affiliated faculty and staff, (4) developing new collaborative programs with other UF NRCs to improve connections with MSIs/CCs, the business and K-12 communities, and (5) improving CES course and program assessment infrastructure (Appendix 4). Program planning is discussed in the context of these project goals.

While CES has been very effective in promoting European Studies at UF, locally, and regionally, there are a number of opportunities to dramatically increase its broader impact (PG1, AP1, CP1). By making all CES **LCTL faculty full time** (Polish Lecturer) and introducing **online courses in core LCTL languages** (Polish, Hungarian and Turkish) CES would be able to make training in these languages available both to new audiences at UF and students across the country through the UF online portal. Given current events these are particularly critical languages for which there are comparatively few university supported online training opportunities. CES will increase the impact of its K-12 outreach through the development of **online ES teaching modules** that provide short topical lessons and materials to be integrated into regular course programming, by transforming the Language Teaching Summer Institute to an online and nationally accessible format (**LTSI-Online**), by including regional schools in CES programming (**Euro Challenge, K-12 events @ Harn Museum**), and by providing new opportunities to regional CC through **CC course enhancement grants** (CP1) and support for training workshops on transnational teaching collaboration (**CITN**). To maximize the accessibility of CES events a webmaster will assist in making many of these events available online (**podcasts & videos**), while others, such as the **ILR seminar series** for seniors and the cultural festival ‘Viva Europe’ will be expanded to new audiences within Florida. The CES newsletter, *Wanderlust*, will also be distributed in print and online to gain greater attention for CES programs and outreach.

CES is also seeking to expand its impact **on campus** by increasing student and faculty participation from non-traditional disciplines (**PG2, AP1**). To achieve this goal CES will engage in targeted inclusion of students and faculty from fields not typically associated with ES, such as Health, Food and Agricultural Sciences, through dedicated **course development and enhancement grants** and a targeted **speakers series** ('European Studies Because...'), designed in collaboration with representatives from these fields, as well as active engagement with related student clubs and associations (**CASU cooking classes**). In addition, general outreach activities (**film series, thematic conferences, WWII series, Harn events**) will be developed with an emphasis on attracting participants from a variety of disciplines through topics such as migration, climate change, and food security and proactive targeted advertising efforts.

To maximize the long-term impact of academic and outreach programs, CES will introduce new initiatives focused on developing **professionalization programs** for students, faculty and staff (**PG3, AP1**). In particular, students will benefit from discussions with CES alumni on the advantages of ES, including study abroad (SA) and FL training (**Alumni Conversations**) as well as a dedicated **speaker series**. Professionalization skills will also be promoted by expanding the use of **E-portfolios** in CES courses, and in targeted **Foreign Language across the Curriculum** courses (FLACs). Professional development for CES and UF language instructors will be provided through onsite **ACTFL-OPI training**, and all faculty can benefit from general **CES research and travel grants and Working Group Conference grants**. Additionally faculty (**ISLSP/CIBER, NLC**) and staff (**FCSS, NCSS, NAPSA**) will have access to support for participation in key state and national conferences to facilitate training, professional development and networking.

CES will expand its collaborative efforts with the UF-CoEd and other UF NRCs to **improve K-12, MSI and CC resources**, training and opportunities (PG4, AP2, CP1, CP2). In conjunction with the UF-CoEd, all UF NRCs will sponsor an annual pre-service education **World Children's**

Literature module, as well as an annual global education conference (**Florida Globally Connected**) and the development of “**travelling suitcases**” and associated course materials that can be sent to teachers across the country for use in K-12 classrooms. To expand support for regional MSIs, CES and the Latin American Studies Center (LASC) are developing targeted regional resources for the University of Puerto Rico (UPR) including annual **UPR Mini Courses** and **speaker series** support. In addition, CES, LASC and the Center for African Studies (CAS) will organize the annual ‘**International Studies Consortium of Georgia**,’ which serves 9 MSI colleges and universities in the region by providing a 1-day workshop to assist faculty in the acquisition of regional expertise and development of faculty networks. All three NRCs will also support the annual **Global Studies Conference** on NRC/MSI/CC collaboration providing a professional development and networking forum for MSI/CC and NRC joint program development. In addition, CES and other UF NRCs will expand their outreach to the **business community** through targeted information sessions at local and regional “Barcamps” and “Start-up” conferences which gather entrepreneurs and SMEs interested in developing new international partnerships and expanding their business markets.

Finally, CES is committed to improving its course and **program assessment structures** to maximize the impact of all of its activities (PG5). To this end, CES will work with the UF Office of Institutional Planning and Research (OIPR) and the International Programs Evaluation and Assessment Specialist (IPEAS) to develop and implement **improved assessment tools** that effectively measure outcomes, as well as outputs, and hire a dedicated part-time **Assessment Program Assistant (APA)** who will work with OIPR and CES program faculty on implementation. In addition, CES will develop an **alumni survey** targeting ES degree and FLAS recipients, as well as study abroad (SA) participants, to effectively measure program outcomes. CES will also reintroduce formal annual **external evaluations** alternating between area studies and language program reviews.

A2. Development Plan: The Timeline (Appendix 3) provides a visual representation of the proposed CES activities (and information on funding sources). All proposed activities have been

designed to integrate with, and build on, existing CES programs and resources, without duplicating current efforts. In this way, these activities will serve to strengthen European area studies, language training and outreach efforts at UF, locally, regionally and nationally.

Careful attention has been given to distributing events across semesters and all 4 years of the grant, with adequate time allotted to the development stages for all new initiatives (Appendix 3, Timeline). In addition, for several important activities CES is pairing with other UF NRCs to distribute the workload and provide additional organizational support. In the implementation of all program and outreach activities CES will be relying upon an experienced and well-qualified internal staff (Criteria B), as well as the substantial resources of UF (Criteria D). Reliance on partners from the CES External Advisory Board will facilitate on-campus outreach efforts to non-traditional fields and additional development time is allocated to these activities. The development and implementation of CES outreach programs relies on longstanding partnerships with community organizations, K-12 teacher associations and individual connections within the business community (Criteria I).

A3. Cost of Proposed Activities: The justified Budget Narrative provides details on the costs associated with CES programs and activities and the source of financing (UF/NRC). A total of \$849,974 is requested from Title VI to support these initiatives (excluding FLAS and IDC), while UF is providing \$1,257,465 (including matching, CES staff and other direct support). Full details of all UF support to CES and ES programs across campus are provided in Table D.1 and the Budget Narrative. Because the College of Liberal Arts and Sciences (CLAS) fund all CES full-time staff members, CES is able to utilize most grant resources in direct support of programmatic activities. This includes \$222,711 (27%) to support LCTL instruction, \$152,000 (18%) for area studies, and \$87,450 (11%) for targeted outreach to K-12, MSI/CC, and business communities. In contrast, just \$45,886 (6%) of Title VI resources are used to support CES staff, including faculty

and staff development activities. Overall, the proposed program effectively uses Title VI resources to supplement support from UF, expand the reach of CES teaching and outreach efforts through new online initiatives and reach new audiences by targeting MSI/CC partners and non-traditional disciplines across UF and improve overall quality and impact.

A4. Long-term Impact: The long-term impact of the proposed program will be substantial.

Despite a high level of interest in ES across the campus (Criteria F), community and state (Criteria I), there is no other European NRC in the region. As a result of its geographic location, extensive resources and carefully developed future initiatives, CES is well placed to fill this gap. Through its expansion of the Polish Studies program, language and area studies course development and enhancement initiatives, K-12 training activities and MSI/CC collaborations, CES will provide long-lasting resources and expertise in ES across a variety of audiences at UF and across the state and region. Moreover, by shifting many activities to an online format CES will develop resources available to audiences whenever they need them, and wherever they are.

In all CES plans to support the development of 62 new/enhanced courses including 6 online LCTLs, 16 FLACs, and 40 new/enhanced area studies courses (32 at UF and 8 at regional CCs). These courses will provide an important future resource for students interested in all aspects of European language and area studies. Similarly, increased efforts to create online K-12 training and teaching resources (LTSI, teaching modules), as well as podcasts and videos of outreach events ensures that the materials are available for future audiences. Finally, the focus on the development of faculty expertise and collaborative networks at regional MSI and CCs will facilitate significant impacts that endure long after the specific conference or workshop is over.

B. QUALITY OF STAFF RESOURCES

UF provides a diverse learning environment with nearly 5,000 faculty members supporting over 100 undergraduate majors and 200 graduate programs across 16 colleges. The 200 CES program

related faculty who dedicate 25% or more of their teaching and research activity to Europe and Europe-related topics constitute a fundamental part of the UF teaching community. European Studies faculty specialize in areas as diverse as culture and food consumption in Europe, 19th Century Spanish literature, LGBT rights in Eastern Europe, EU tax law, modern literatures of Breton and Occitan, and the African Diaspora in Europe, and are among the university's most accomplished in both research and teaching (Appendix 1).

B1. Quality of Faculty and Professional Staff: The greatest resources of CES are its core and affiliated faculty members. Of the 200 CES program related faculty, 134 have tenure (67%) and 11 faculty are tenure-track, an additional 30 are lecturers. CES program faculty members excel in their teaching and research fields as evidenced by the numerous awards, achievements, and honors they have received. Recent achievements include **Barbara Mennel** (Film Studies) who received the prestigious Marie-Skłodowska-Curie FCBP Senior Fellowship for research on women and work in contemporary European film; **Pamela Gilbert** (English) won a Guggenheim Fellowship for a project on 19th century British culture and medicine; **Alice Freifeld** (History), received an NEH grant to explore interpretations of war in the humanities; **Linda Clark** (Architecture) leads the UF Global Lab research consortium focused on the study of emergent global trajectories in architectural practice; **Gayle Zachmann** (LLC) co-produced a PBS documentary, “Cojot,” exploring the history of Nazi hunter and Entebbe hostage, Michel Cojot; and **Terry Harpold** (English) and **Alioune Sow** (LLC) introduced “Imagining Climate Change,” a collaborative initiative between American and French science fiction authors and climate change scientists to explore new ways of representing and responding to environmental change. Over 45 ES faculty at UF have received Fulbright awards (22%), 5 are members of the UF Academy of Distinguished Teaching Scholars, and 3 are recipients of the UF International Educator of the Year award. In addition to the excellent faculty, UF is fortunate to have an extremely well qualified library staff

providing expertise in areas such as the EU, East Central Europe and Slavic Studies, British History, French Studies, Italian Studies, and Jewish Studies among others.

There are a wide variety of **resources and opportunities** at UF to assist faculty (and staff) in their professional development efforts. All faculty/staff members may enroll in UF courses and degree programs at no cost through the UF Employee Education Program and professional training programs for staff development are available online and through targeted seminar series. The Office of Research, the Graduate School, UFIC and several country specific centers such as the France-Florida Research Institute (FFRI) and the Greek Studies Center (GSC) provide programs to support collaborative research and promote international exchange. These include the Office for Global Research Engagement (OGRE) and the Global Fellows Program (GFP), which provides exploratory travel grants to develop international programs/partnerships.

CES also provides numerous professional development opportunities for faculty, including annual grants to support research and conference participation (over \$60K in 2014-18). The Center also hosts a lunchtime symposium and brown bag series for faculty to present recent research and publications and regularly hosts external speakers to discuss new research and teaching resources. CES maintains a website and distributes a weekly electronic newsletter to nearly 2,000 subscribers with up-to-date information on Europe-related workshops, conferences, and grant opportunities. Special CES travel grants of \$2,000 each are set-aside for library staff to support travel to international meetings and the development of new international agreements to expand UF access to Europe-related materials. Lastly, CES awards multiple course development/enhancement grants, open to faculty from any department or college, annually.

In addition to CES, a number of departments, centers and colleges across UF, including International Studies (IS), History, Political Science, and Sociology, College of the Arts (CoA), CoEd and CLAS offer a variety of opportunities for faculty members to obtain research assistance,

travel funds or summer support to facilitate continued professional development. The Center for the Humanities and the Public Sphere (CHPS) offers a variety of grant opportunities, including programs to support interdisciplinary research collaboration. Other available awards include the Faculty Enhancement Opportunity and the Fine Arts Scholarship Awards. Many colleges, centers and programs such as the CoEd, WCBA, College of Agricultural and Life Sciences (CALs), FFRI, and Jewish Studies also provide targeted grant opportunity databases.

In addition to their stellar research achievements, CES faculty are **dedicated teachers and advisers**. All faculty hold regular office hours and are available to advise students on research, coursework and internships. Currently 12 CES program faculty serve as undergraduate or graduate coordinators for their respective departments and many others have past experience serving in that capacity, including the current CES Director. CES has a dedicated Undergraduate Coordinator (UGC-faculty), as well as an Academic Programs Coordinator (APC-staff) to provide targeted advising to students on European studies, courses, degrees, scholarships, internships, and careers. The CES UGC and APC also collaborate with the UF Career Resource Center (CRC) to provide tailored career resource information for students (Criteria H).

B2. Center Staffing and Program Oversight: CES is structured as an independent unit within CLAS, organizationally equivalent to a department, and houses 12 faculty lines, 2 undergraduate minors, 2 undergraduate certificates, 1 graduate certificate and 3 SA programs and several course codes, in addition to managing the European track of the International Studies major (IS-Eur) and the Project GO Intensive Turkish Studies summer program (ROTC). Staffing for the CES reflects its comprehensive character. Core staff within CES includes the Director (Kreppel), UGC (Raynard), APC (Tomasi), Outreach Coordinator – OC (Ruffer) and Fiscal Coordinator – FC (Booth), in addition to graduate student assistants (GAs) and interns. The IPEAS is housed in OIPR and works with CES staff and will be assisted by the APA (Criteria A).

The **Director** of CES, Amie Kreppel, is a Jean Monnet Chair (*ad personam*) in Political Science, as well as the Director of the EU funded Jean Monnet Centre of Excellence (JMCE). Kreppel has written extensively on the political institutions of Europe and the EU. She serves as a consultant to the US Department of State on EU related affairs, is a past President of the EU Studies Association, a recent recipient of the Fulbright-Schuman Chair, and has been an International Guest Professor in Austria, Belgium, France and Italy. The Director devotes 75% of her time to CES administration. She also dedicates a minimum of 6 hours/week to academic student advising and serves as faculty advisor for the EU club. The **Fiscal Coordinator** of CES, Lisa Booth, has 10 years of experience in fiscal management and provides oversight and management of CES finances and grants, and assists the Director in grant management and reporting requirements, in addition to serving as one of two Critical Language Scholarship (CLS) advisors at UF. Holly Raynard, the **Undergraduate Coordinator**, is the general undergraduate advisor for CES programs, including IS-Eur. Raynard also directs Czech Studies and teaches Czech language and area studies. Corinne Tomasi, the **Academic Programs Coordinator**, is a former graduate of CES (2010) with extensive knowledge of its programs and insight into student perspectives. She assists CES faculty in meeting CLAS/UF requirements when proposing new courses, programs (including study abroad) and degrees. In addition, the APC works with CES faculty on career development programs for CES students and manages alumni contacts. The APC also works with students, and shares in the advising tasks of the Center with the UGC. CES **Outreach Coordinator**, Carla Ruffer, has over 12 years experience in higher education administration creating innovative outreach initiatives. While at CES she developed and managed the CES Speakers programs, K-12 training workshops, collaboration with the Harn Museum, and outreach programs targeting the business community and general public (Criteria I).

Oversight for CES consists of 4 core elements: external evaluations by area and language

specialists, an **External Advisory Board (EAB)** and **Executive Committee (EC)**, as well as UF institutional reporting structures. The EAB consists of representatives from all Europe-related centers, core departments, the relevant language departments, multiple colleges, and the library. In the case of the FFRI, the GSC, and CHPS, the directors sit on the EAB with Helene Huet from the library and the relevant language section representatives from departments of Language Literatures and Cultures (LLC) and Spanish and Portuguese (SP). To ensure collaboration and coordination between the various colleges, the CoEd, IFAS, WCBA, CALS, LCL, CoJ, DCP and UFIC, as well as the One Health program, are invited to send representatives. The EC includes 2 members of the EAB (elected by the EAB) and 3 faculty members elected from CES faculty. The EC implements the decisions taken by the larger EAB, working with the Director and other CES staff in shaping the activities and initiatives of the CES through monthly meetings.

To facilitate **institutional oversight** the CES Director provides an Annual Program Report (APR) on the activities of the CES to the Dean of CLAS and the Provost, and every 5 years drafts a comprehensive report on center activities for UF and the Florida State Department of Education. Reports on Academic Learning Compacts (ALCs), student learning outcomes (SLOs) and the academic activities of the CES are also provided to the Florida Department of Education annually. All reports are public and available on the CES and/or Florida State Dept. of Education websites.

B3. Non-discrimination Practices: The CES, like all organizations and centers on campus fully subscribes to UF's stringent non-discrimination policies. UF assures each applicant or employee full and equal opportunity and access in all aspects of the university through the use of objective and subjective evaluations of merit, without regard to race, gender, religion, sexual orientation, or age. This policy includes, but is not limited to, recruitment, examination, appointment, training, promotion, demotion, compensation, retention, discipline, and separation. UF likewise assures equal opportunity/equal access to any disabled person, who is an applicant or employee. To further

its efforts to promote diversity UF recently created a new position and hired its first Chief Diversity Officer. Within CLAS all units have a diversity liaison to facilitate fair hiring and promotion practices. The Office of Multicultural and Diversity Affairs (MCDA) works to ensure equitable treatment of all employees and students on campus, offering a wide range of resources, trainings, and publications. At UF, approximately 54% of the workforce is female and 30% are from underrepresented groups, while 46% of CES program faculty are women and EAB is nearly 50% female and includes representatives from a variety of diverse backgrounds.

C. IMPACT AND EVALUATION

Since 2003 the CES has evolved from little more than an idea into a dynamic center with a clear impact - facilitating the spread of European area and language expertise across a wide array of audiences on and off campus. The tangible impact of CES programs and activities is evident across UF, the region and nationwide, with new efforts aimed at expanding that impact further.

C1. Impact on the University, Community, Region, and Nation: UF is the flagship campus of the Florida State University System. With more than 55,000 students from every state in the USA and 85 countries enrolled, it is also among the largest, most diverse universities in the country. As a result, the successful development of academic resources and programs aimed at improving both the quantity and quality of Europe-related educational opportunities at UF supports the development of language and area studies expertise far beyond Florida's borders.

University Impact. In the last 4 years, 47 new courses have been created as a result of CES activities (CES faculty lines and course grants). During this same period, new program related faculty hires in Art History, Economics, English, French, Geography, Library Sciences, Philosophy, Polish (.5FTE), Political Science, Turkish, and Urban Planning have further supported the continued growth of CES certificates,

Table C.1: New and Continuing CES Educational Opportunities 2014-18	
Type of Impact	Contribution
New Program Courses	47
New Prg. CES Faculty	16
LCTLs in CES	5
Study Abroad Programs	3
Minors & Certificates	5
Major (introduced 2013)	1

degrees and programs despite the loss of NRC funding. The impact of CES on the development, expansion and improvement of Europe-related education opportunities at UF has been impressive in terms of both outputs (Table C.1) and long-term outcomes (below). CES provides many of the courses and the academic advising, for the IS-Eur major, which has seen a nearly **80% increase** in enrollment since 2014. In all, between 2014 and 2018 approximately **10,000 students** were

enrolled in EUS, ECE and IS-Eur courses and **400** students completed CES sponsored LCTL courses, **139** students graduated with the IS-Eur degree (an additional **121** are

Table C.2 CES Enrolment ('14-'18)			
Program	#Courses	#Depts	Enroll.
EUS	37	10	2,316
ECES	55	8	2,613
IS-Eur	126	12	5,459

currently enrolled) and **20** students completed CES minors and certificates. Many of these students have gone on to pursue post-secondary degrees and professional activities directly tied to their CES supported European studies programs (Table C.2, Criteria C5, C6).

CES sponsorship of on campus academic workshops, conferences and guest speaker programs supports the development of research networks and collaboration between UF units, and with scholars from across the country and around the world. Through 87 research and course development grants, 264 guest speakers, 42 on campus seminars, work-shops and conferences CES program faculty and Graduate students from 39 departments and 8 colleges have been given new opportunities to develop their Europe-related teaching and research. In turn, CES program faculty members have won campus, national and international recognition (Criteria B.1). The impact of the CES is further enhanced by the publications of its faculty, including more than two-dozen books and hundreds of articles since 2014 (Appendix 1).

Community, Regional and National Impact In the **Gainesville community** and **nearby counties**, CES provides a wide-range of cultural and educational opportunities, including public talks, film screenings, and cultural festivals Between 2014 and 2018 CES sponsored or co-sponsored 282 talks & panels, 48 film screenings, art exhibits, and festivals, 42 information

sessions, and 6 conferences attracting 9,848 attendees (Table I.1). In addition, CES hosted 792 attendees at 21 K-12 events (Table I.1). Through targeted programs to veterans, seniors and other underserved communities CES offered 26 events reaching more than 1,683 participants (Criteria I). In addition, CES supported over 70 Europe themed talks, performances, and conferences from 30 other UF departments and organizations which reached an additional 1,763 people.

The **regional and national impact** of CES is derived both directly, through the provision of online resources, educational opportunities open to students nationally and indirectly through the lasting impact of CES graduates in their communities and professions (Criteria C5). CES is home to several thematic and regionally focused online resources including the **UF Migration Project**, an interdisciplinary program that includes courses, public talks, conferences, and resources for scholars and academics studying and teaching on migration issues. Regionally focused resources include “*The Hungarianist*,” a comprehensive website that serves as an online resource for those interested in Hungarian studies across the country. It provides information and links to Hungarian language programs across the US, resources related to Hungarian language instruction (including teaching materials and self-study guides), as well as links to recent news and research on Hungarian language, culture, history and politics.

Several CES educational opportunities are available to students and teachers nationally. All **UF summer study abroad** programs are open to non-UF students and the CES sponsored UF in Brussels program regularly welcomes students from states as far away as Mississippi, Kentucky, and Ohio. In addition, the CES intensive summer **Turkish Project GO** program is open to ROTC students from any university and nearly 75% of program students are from outside Florida. To support Europe related teaching beyond the UF Campus, all **CES educational materials**, including LCTL language resources, EUS course syllabi, intensive Jean Monnet seminar materials, K-12 teaching modules are available on the website. In addition, the LTSI program

supports an open Facebook group where nearly 100 K-12 language teachers from across Florida and beyond share information, teaching strategies and resources on FL pedagogy.

C2. Contribution to National Needs and Generation of Public Materials: CES actively works to provide information and training to a variety of audiences that help to meet national needs and provide information to the public. Through the development of a comprehensive **Turkish Studies** program CES is providing critical language training and a variety of new courses, speakers and activities on Islam and the West. Degrees and courses on the **European Union** (EU) support the development of student expertise regarding America's most important international security and economic partner. **Foreign language training** in several targeted strategic languages including Portuguese, Polish, Russian and Turkish are all also actively supported by the CES, accounting for 60% of all CES FLAS grants since 2014 (Criteria K).

In addition to the myriad of efforts to train **students** in European studies and FLs (Criteria F-H), CES also provides critical training to the **business community**. The Center creates and distributes materials and info-graphics with in-depth information on EU and European countries economic ties to Florida and the USA. CES is working to expand these efforts by providing targeted information sessions and lectures to local and state entrepreneurs, increasing the ability of local businesses to work effectively in a globalized economy in which the EU is the largest market and the most important source of foreign direct investment.

CES works with other units on campus, such as the Bob Graham Center for Public Service (BGCPS) and the Samuel Proctor Oral History Program (SPOHP), to sponsor and promote a variety of programming that is available online for use by national and international audiences (Criteria I). Recent examples include a Q&A discussion with former Moscow Bureau Chief for the Washington Post, David Filipov, a panel discussion with former Italian PM, Mario Monti and a series of interviews with European immigrants from Alachua County on the enduring character of

identity and cultural linkages. CES curates the digital photography archive, *Wanderlust* (European immigrant photos) and the CES website also hosts abstracts, working papers and presentations from participants in its annual thematic conferences, as well as LTSI lesson plans and downloadable mini-language instruction materials from cultural fairs.

C3. Provisions to Guarantee Equal Access: UF has a long tradition of promoting diversity among its faculty and students in all of its activities. Under-represented groups make up 35% of UF students, women are in the majority across most of the campus, including UF professional schools, where women represent more than 60% of all students (Table C.2). UF

Table C.2 UF Diversity Measures				
Group	UG	G	Prof.	Total
Minority	39%	19%	38%	35%
Women	56%	50%	61%	55%
1 st Gen	11%	-	-	8%
45+	487	571	172	1,230

actively supports historically disadvantaged students through a variety of programs. The Office of Academic Support offers summer and fall transition programs providing intensive and individualized academic support and encouragement in preparation for the challenges of university life for 1st generation and/or underrepresented students accepted to UF. The Multicultural and Diversity Affairs (MCDA) department has the express mission to empower diverse communities and advocate for an inclusive campus. MCDA houses the offices of Asian Pacific Islander Affairs, Black Affairs, Hispanic Latino Affairs, and LGBTQ Affairs and coordinates the University Minority Mentor Program (UMMP), matching 1st year undergraduates with a faculty mentor.

The Graduate School's Office of Graduate Diversity Initiatives (OGDI) is dedicated to recruitment and retention of underrepresented **graduate students**. OGDI coordinates the BOE Summer Fellowship to support newly enrolled underrepresented Ph.D. students. UF also participates in statewide and national programs, including the FAMU Feeder Program, Florida Department of Education College Reach-Out Program, and US Department of Education McNair Scholars Program, which provide financial and/or mentoring assistance. UF's commitment to inclusion and diversity extends to **faculty and staff** as well (Criteria B.3) and the HR office offers

an online course on ‘Diversity and Inclusion’ for all faculty with additional diversity training for those serving on search committees. Workshops on diversity in the classroom are available for faculty and Graduate Teaching Assistants (GTA) (Criteria F & G).

C4. Evaluation Plan: One of the fundamental ongoing tasks of CES is the development and implementation of evaluation tools that incorporate quantitative and qualitative data collection to insure effective measurements of both short-term program ‘outputs,’ and longer-term impacts or

Table C.3 Evaluation Activities Summary				
Data Collection and Analysis Plan		Evaluation Method		Addresses NRC Project Goals ¹⁻⁵
		s=survey, x=other method		
Activities for NRC Evaluation	Evaluation frequency per year	Primary Data	Secondary Data	
Public outreach events	all	x		3
Teacher training institute	1	s		4
K-12 engagement (student & teacher programs)	all	s, x		1&4
Conferences/seminars/lecture series	all	s		1,2 & 4
Course development grants	1	s		2
Faculty & grad student travel/professional development	1	s		3
Library Collections	1		x	1&3
International linkages (e.g., research collaborations)	1	x		1&4
Post-graduation survey (includes job placement)	1	s		5
FLAS, current students	1	s, x		3&5
Study abroad - pre/post survey	1	s	x	5
Online presence (websites, newsletters, social media)	1	x, s	x	1
¹ Goal 1: Grow regional & national impact				
² Goal 2: Increase participation of non-traditional students in European Studies programs				
³ Goal 3: Expand CES Professionalization Programs for Undergraduate, Graduate Students, & Faculty				
⁴ Goal 4: Increase partnerships with other UF NRCs (LASC & CAS)				
⁵ Goal 5: Improve Area Studies & Language Course Assessment Infrastructure				

‘outcomes’ for the full range of CES programs and activities. The Office of Institutional Assessment (OIA), the Office and Institutional Planning and Research (OIPR) and International Program Evaluator and Assessment Specialist (IPEAS), Rajeeb Das (Appendix 1) assist CES in evaluation and assessment activities. In 2014, the OIA and UF’s Internationalization Task Force adopted the Quality Enhancement Plan (QEP) – Learning Without Borders. The QEP creates a framework for assessing the impact of internationalization initiatives, which CES will adopt for its programs. CES will also utilize course enrollments, course and program evaluations, targeted exit

and alumni surveys, post-event evaluations from attendees/speakers, as well as quantitative data on website and social media initiatives, such as K-12 resources and podcasts, to assess and improve courses, programs and outreach activities (Table C.3). Past CES evaluations demonstrate an average of 4.5 out of 5 satisfaction level for both quality and educational value. In response to recent feedback CES has increased its coverage of contemporary European topics, adapted the place and time of several events, and restructured its advertising efforts.

In addition to evaluating the impact and efficacy of CES activities, there are a wide range of mandated evaluative procedures in place to insure regular assessment of CES **faculty and administration**. The online *GatorRater* system is the primary mechanism for student evaluation of courses and faculty. New mobile access and dedicated course time have resulted in a 24% increase in response rates. In addition, all UF faculty and staff receive annual written performance reports, including a CLAS annual survey of all CES-affiliated faculty and staff evaluating the Director's performance. To obtain a more comprehensive and external assessment of CES activities and impact, **external evaluations** have also been conducted. CES will continue its previous practice of employing a general program evaluator and a language program evaluator, both of whom will be selected on the basis of their significant expertise with Title VI and international/language program development. The FL program evaluator will be determined in coordination with FL departments to insure effective collaboration across all FL programs. External evaluations will include campus visits and result in formal written reports.

C5. Development of Area Expertise: Perhaps the most valuable contribution of CES is its graduates. Both undergraduate and graduate students who have focused their studies on European language and area studies leave UF better prepared to enter an increasingly global environment in which Europe plays a critical role. In the 5 years since the IS-Eur degree was conferred, more than 130 students have completed the major, more than double any other single

track within the IS program. In addition, nearly 100 students have enhanced their Europe-related expertise through participation in a CES SA program and over 1,450 have completed FL and area studies courses developed through CES initiatives. Among CES degree and SA undergraduate

Table C.4 Undergraduate CES Degree Alumni (Recent Examples)			
Student	CES Degree Program	CES Study Abroad	Current Position
Victoria Dokken	ECES Minor	N/A	Co-Founder, GOALS, Armenia
Hakim Effiom-Dauw	EUS Certificate	UF-Brussels	Associate, Skadden, Arps, Slate, Meagher & Flom LLP, UK
Jodi Greig	ECES Minor	UF-Krakow	Lecturer, Slavic Department, University of Michigan
Andrea Morley	EUS Minor	UF-Prague	Refugee Officer, US Dept. of Homeland Security
Maria Skirk	EUS Minor	UF-Brussels	Foreign Service Officer, US Department of State
Amra Zejneli	EUS Minor	UF-Brussels	Journalist, Radio Free Europe

alumni surveyed, more than 29% continued to post-graduate study, an additional 16% have completed or are

enrolled in law school, and 14% are pursuing or have completed an MBA. Among CES alumni in the workforce, nearly 20% are working in positions that utilize their FL and area expertise within the federal government, academia, NGOs and the private sector (Table C.4).

At the **graduate student** level dozens of students pursue the CES G-MES certificate and enroll in CES language and area studies courses. More than 200 graduate students have increased their European FL and area expertise through CES activities and funding (FLAS grants, course development grants, research and travel grants) since 2006. CES has also provided a platform for graduate students to present their work to area experts through the CES Symposium Series and other academic venues. CES activities have also served to increase the area expertise of **UF faculty** through support for academic workshops/conferences, research and travel grants and new materials acquisitions. CES also provides a platform for faculty to present current work and discuss with colleagues to further their research. More than a dozen recent publications by CES program faculty formally acknowledge the support of CES.

C6. FLAS – Area Expertise and Development Approximately 50% of CES FLAS recipients since 2014 received their awards while pursuing doctoral degrees, while 10% were professional

school or MA students and 40% undergraduates. Of the 6 doctoral students who have completed their studies 3 have secured tenure track positions at universities and 2 are in non-tenure track academic positions, while 1 has assumed a position in the non-profit sector. Among the MA and undergraduate recipients 30 have graduated and 12 are now pursuing postgraduate study in MA, professional or doctoral programs. More than 65 FLAS recipients during this period have continued their language training at UF, while 4 have won Fulbright awards and other prestigious in-country research and/or language training awards.

C7. FLAS – Addressing National Needs Between 2014-2018 CES awarded more than 50 FLAS summer and academic year grants. Nearly 60% of awards were given to students pursuing priority languages designated by the DoE (including Turkish, Russian, Portuguese) and nearly 40% were for the study of CES LCTLs including Czech, Hungarian, Polish, and Turkish. CES FLAS Awards have been given to students from 14 different departments in 4 colleges across campus, including CLAS, WCBA, CoJ and the College of the Arts. More than 95% of FLAS awards were made to students pursuing intermediate or advanced language instruction.

D. COMMITMENT TO SUBJECT AREA

UF has a long tradition of promoting and providing international education. For 65 years UF has been home to federally supported Title VI National Resource Centers (NRC), beginning with the Latin American Studies Center (LASC) in 1963 and the Center for African Studies (CAS) in 1965 followed by the Center for European Studies (CES) in 2003. These Title VI programs are joined by the Center for Global Islamic Studies (CGIS), The Florida-France Research Institute (FFRI), the Greek Studies Center (GSC), the Center for Jewish Studies (CJS) and innumerable international studies programs, all of which receive substantial support from the university. Though still a comparatively recent addition to this impressive panoply, CES has rapidly assumed and maintained a leading role in European Studies thanks to the unprecedented support it has

received from across UF, even after the loss of NRC status in 2014. CES has continued to seek out new and innovative partnerships to promote European Studies on campus, such as its joint effort with African American Studies to promote the SA program “African Americans in Paris.”

D1. Institutional Support (General): The administrative, organizational and financial contributions of UF have been essential to both the creation and the success of CES. A summary of UF financial support is provided in Table D.1, with specific contributions highlighted below. Perhaps the most striking evidence of institutional support for the CES has been the investment in **faculty**. UF funds, in whole or part, 12 faculty lines within the CES in area studies (European Studies, History, Political Science and Sociology), and languages (Czech, Hungarian, Turkish, Modern Greek, Polish[.5FTE]). Since 2014, an additional 13 new program related faculty members were hired in *other* departments across the campus. Further evidence of support is the current search for a full time EU Documents Librarian and a new European Studies Lecturer.

In addition to new hires, substantial resources have also been committed in terms of **facilities and equipment**. CES now occupies 14 offices totaling almost 2,000 sq. ft. This includes 7 faculty offices (remaining faculty are housed in their tenure homes), as well as the Center’s main offices, an office for graduate instructors and an office for visiting scholars, a conference room with advanced video conferencing capabilities, and materials storage space. Given the space constraints of the university these contributions to CES are extremely generous and have provided CES with

Table D.1 Annual Institutional Support 2016-2017	
CES Staff	\$172,865
CES Operation & Overhead	\$96,997
CES Faculty	\$887,555
Program Area Teaching Faculty	\$10,469,812
Program Language Teaching Faculty	\$3,477,934
CES Graduate Students	\$134,000
Other Graduate Support	\$3,551,500
Undergraduate Support	\$9,495,347
Program Related Library Support	\$4,311,571
Total Institutional Support	\$32,597,581

“one of the best center facilities in the country,” according to an external evaluator. Moreover, in summer 2018 all CES space was included in a major renovation project further enhancing its utility. CES has also benefitted from direct support from the Office of the Provost, which has

provided more than \$150,000 in **direct funding** for outreach, travel, and course development grants, as well as \$56,000 in tuition waivers per year for the Project GO Turkish program.

Office space, without the necessary **staff, equipment and supplies** would be insufficient to ensure the success of CES. Here again UF, and particularly CLAS, provide substantial support. In 2014 CLAS reaffirmed its commitment to CES following the loss of Title VI NRC funding and assumed complete funding of all CES staff positions (APC, OC, FC), in addition to all costs associated with the CES Director. CLAS also provides substantial institutional support through the provision of faculty/staff computers (replaced every 3 years), furniture, phones, photocopier and other infrastructure related items. In addition, CLAS provides a base operational budget for supplies, telephone, mail, and faculty support costs (Table D.1). Institutional support for program faculty and other Europe-related programs across campus are equally substantial.

In all UF boasts a total of **200 CES program faculty** (25% -100% teaching & research on Europe), of these 10 are ‘affiliate’ (50%-75%) and 88 are ‘core’ (76% -100%) (Appendix 1). Program faculty are located in 9 colleges and 36 departments across UF, and CES program faculty make up 18% of total faculty in CLAS, and the percentage is significantly higher in several key departments. The teaching and research activities of these faculty is supported by substantial institutional provisions for **UF’s 8 libraries**, for which the university provides over \$4 million annually to fund ES related library staff and materials (Criteria E).

UF also strongly supports program **faculty and student exchange** initiatives. Between 2014 and 2016 UF hosted an average of 328 European scholars and 394 foreign students from across Europe per year. Institutional support for visiting students and scholars is provided by UFIC, which also manages 126 exchange, 46 study abroad, and approximately 175 affiliated programs in Europe (Criteria F) and provides almost \$150,000 annually in scholarships to enable students to participate in SA, with additional support from a variety of other programs across UF.

UFIC also oversees 52 cooperative research agreements with universities in 20 European countries sponsored by faculty in 9 UF colleges, including Medicine, Pharmacy, and Engineering.

As the flagship campus of the Florida system UF is particularly dedicated to **outreach** to local schools, the community, and the state. As a result, there is a strong emphasis across the campus on outreach activities, including a wide variety of public lecture series, teacher training workshops, international cultural festivals, art exhibits, and business training workshops etc. (Criteria I). Colleges, centers and programs from across the university participate in these events with direct support from the university including international speaker funds (UFIC, FFRI, CHPS), collaborative art and education projects for the general public and the K-12 community (Harn Museum, UF Gallery, Phillips Center), as well as international conference and workshop support (CLAS, Provost's Office, Research & Graduate Programs (RGP)) among others.

UF also provides substantial support to **European Studies students** at all levels. In 2014, the Division of Sponsored Programs (DSP) committed to providing \$77,000 per year in funding to support graduate students pursuing Europe related research and teaching through CES managed grants and the CES Graduate Assistant Program (GAP). In addition to this graduate funding, DSP also provides travel support to 4 undergraduate study abroad students per year.

Additional support for CES graduate students is provided through summer research/travel grants, as well as the CES Foreign Language across the Curriculum (FLAC) and 'Special Topics in European Studies' course development grants for advanced students. The funding of these programs is emblematic of the level of institutional support provided to CES and reflects UF's longstanding commitment to providing innovative opportunities for graduate students.

Beyond the targeted opportunities reserved for CES graduate students, UF also provides a broad array of scholarship opportunities for incoming and continuing graduate students including specific opportunities for women and minorities. In all, over \$5.1 million is awarded annually to

graduate students (not including \$35.1 million in tuition waivers). Most scholarship opportunities are not tied to specific regions or fields of study. In total, over 80% of all UF graduate students receive merit based financial assistance from or through UF. There are also opportunities for graduate students to receive funding and pedagogical experience through Teaching Assistant (TA) and Research Assistant (RA) positions across the campus.

Support for undergraduate students is even more widespread. The vast majority of UF undergraduates receive some form of need or merit based financial aid, most from the state-wide “Bright Futures” scholarship program, which pays for between 21% and 100% of a student’s undergraduate program. In 2018, the scholarship was extended to cover the summer semester, including SA, affording many students the opportunity to study internationally. In addition, there are multiple merit and needs-based opportunities for UF undergraduates to receive financial support including UF’s innovative University Scholars Program (USP), which provides students \$2,250 (stipend and travel) to pursue summer research in collaboration with a faculty mentor. 200 students are selected from across UF each year for a total of \$450,000 in annual support. Between 2014 and 2018 nearly 10% of USP students collaborated with CES program faculty.

E. STRENGTH OF LIBRARY

The University of Florida library system is the largest in the state and ranked among the top 40 public research libraries in North America. UF’s 8 libraries include the Legal Information Center, housed in the Levin College of Law and the Judaica Library in Smathers Hall.

E1a. Strength of Institutional Holdings: In 2017, UF libraries contained 9,459,276 volumes, 169,059 print and online journal titles, 1,014,900 microfilms, 2,121,664 government documents, 85,914 media resources as well as over 166,000 linear feet of manuscript, monograph and dissertation archives. The libraries also provide access to the full text of 521,675 online books (from 1470 to the present) and 10,210 digitized newspapers, as well as over 1600 subscription and

open source databases. Finally, UF Digital Collections (UFDC) provide access to more than 300 digital collections containing over 13 million pages, covering over 78,000 objects from rare books and antique maps to oral histories, photographs, and dissertations.

The European collections include approximately **1.97 million volumes** (not counting

Table E.1: European FL Holdings/Resources @ UF			
Language	Holdings	Language	Holdings
Albanian	97	Finnish	2,485
Armenian	65	French	288,818
Belarusian	62	German	688,421
Bosnian	18	Mod. Greek	1,999
Breton	13	Hungarian	3,642
Bulgarian	707	Icelandic	890
Catalan	1,998	Italian	30,621
Church Slavic	74	Polish	14,600
Czech	2,774	Russian	104,985
Danish	4,625	Spanish	391,754
Dutch	23,498	Turkish	2,562
Estonian	581	Yiddish	5,607
Total			1,570,896
Minority languages (Basque, Galician, Occitan, Romani, Welsh amongst others) add ~ 3,500 additional titles.			

journals, newspapers, or electronic media).

This includes over **1.5 million European**

foreign language texts (Table E.1). The

Judaica collection is the foremost Jewish

studies research collection in the

southeastern US, with approximately 10,000

volumes on Jews in Europe, and has an

important Holocaust section, including a rare

collection of some 450 memorial books on extinguished East European Jewish communities. UF

also has an extensive collection on Greece in the *Constantindis* Library and a large collection of

holdings on European business, administration, finance and marketing.

The libraries provide access to **150 electronic databases** dedicated to Europe, including

specialized searchable government funded databases added to the library collection by European

subject specialists (Appendix 1). The library's commitment to support European studies is also

demonstrated by the recent collaborative purchase of "Dissent in Poland," publications and

manuscripts from 1930 – 1989 from the KARTA archives in Warsaw. In 2009 and 2012 CES

received grants from the Institute of Turkish Studies, matched by UF, to increase the library's

holdings of Turkish area studies books. Meanwhile in 2015, the Smathers Libraries received a

grant from the Center for the Humanities in the Public Sphere to strengthen library holdings of

Catalan books and DVDs. In addition, UF has been a designated EU documents depository library

since 1974. This collection contains over 9,000 titles. Status as a EU depository provides UF faculty and students with access to restricted EU databases. Additionally, the UFDC includes over 150,000 pages of interview transcripts from the Samuel Proctor Oral History Program, to which CES has been adding European content, in cooperation with Florida high schools.

Institutional Support - The total library staff consists of over 500 librarians, technical/clerical staff and student assistants across the 8 libraries. UF spent \$25,028,424 on associated salaries, wages and other operating expenditures in 2017-2018. Approximately 15% or \$4,311,571 was dedicated to CES program related expenses, including 14 professionals fully or partially involved in collection development and specialized reference for European studies with salaries totaling over \$1,008,000. In addition, UF has committed to hiring a dedicated EU documents librarian in 2018-2019. This person will manage EU materials and provide regular training seminars on accessing EU documents. The materials budget in 2017-18 for the UF Libraries was \$12,293,165 with approximately \$500,000 (~5%) for European materials.

E1b. Cooperative Agreements and Public Access: UF is a member of the Association of Research Libraries (ARL), the Research Libraries Group; the Center for Research Libraries, Online Computer Library Center (OCLC), Association of South East Research Libraries (ASERL) and the Florida Center for Library Automation (FCLA). These institutions promote equitable access to and effective use of recorded knowledge in support of teaching, research and community service. Their catalogs record a vast bibliographic universe and UF has full borrowing privileges. As a member of RapidILL, 24-hour interlibrary loan services, UF benefits from exceptional reciprocal agreements with other ARL libraries. UF also participates in consortia purchases of databases through ASERL and FCLA granting access to tens of thousands of journal articles accessible through a variety of online databases including, ABC-CLIO, ABI/Inform, Cambridge Abstracts, EBSCO, EIU, Gale, ISI, JSTOR, LexisNexis, ProQuest, Readex, SAGE, and Wilson.

As a public institution and flagship of the state university system, UF is committed to providing comprehensive resources and services for academia and the community at large. The library's catalog is accessible on the web and proprietary databases can be consulted off campus by remote logon. All 8 libraries maintain reference services, including weekends, by telephone, email (since 1989) and a chat service (initiated in 2001). UF also participates in Florida's "Ask a Librarian" Virtual Reference Service allowing patrons to interact with research specialists in real-time and by email. The libraries are also actively involved in preservation and digitization programs and maintain a full service Conservation Lab for these purposes.

F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

F1. Breadth of Non-language Courses: Over the last 4 years, UF has offered nearly 700 area studies courses with European content across a variety of topics as diverse as the French Revolution and contemporary European health systems, and from European existentialism to European taxation law. The breadth of courses offered across campus demonstrates the increasing importance of European Studies at UF. In fact, 12 of UF's 16 colleges, including 56 departments offer courses with at least 25% European content, including the colleges of Nursing, Engineering (CoEng), Business (WCBA), Health and Human Performance (HHP), and Education (CoEd).

UF offered nearly **400 area studies** courses in AY 16-17, with 25% or more European content, 35% of which were at the graduate level (Table F.1). Of these, more than 50% are 'core' courses (100% ES) with 154 at the undergraduate and 47 at the graduate level. In AY 16-17, nearly 15,000 students took courses with 25% or more European content. Many ES courses have a thematic focus rather than specializing in one country (Appendix 2), providing a comparison between European countries, and contextualizing the European perspective in a broader global scope. In addition to thematic courses, a number of area studies courses are offered focusing on France (29), Germany (27), Greece (17), Italy (24), Spain (11), Turkey (4) and UK (20), among

others. CES and affiliated departments also offer 8 core courses on the EU and another 21 with substantial EU content, and many courses with a regional focus on East Central Europe (ECE). As

a measure of the diversity

of European studies at

UF, in AY 16-17 there

were 30 undergraduate

and 47 graduate courses

with a European emphasis

offered in **professional**

schools (Table F.1).

To increase the impact of

these resources, graduate

level courses in the

WCBA, CALS, LCL,

CoEd and CoJ are open to

graduate students outside

of these colleges, and

undergraduate courses are

open to students from across the university.

F2. Interdisciplinary Courses: UF and CLAS recognize that student academic and professional

interests may lie within more than one discipline, and CES actively supports the development of

new **interdisciplinary initiatives** by providing faculty from across the campus with course

enhancement grants to increase the European content in traditional and non-traditional fields.

From 2014 to 2018 an average of 4 new or enhanced courses were supported by CES grants on

Table F.1 CES Area Studies Courses (2016-2017)							
Collg/Dept	UG Courses	Grad Courses	Total Courses	Faculty	Cross -list	UG Enrol	Grad Enrol
<i>College of Liberal Arts and Sciences</i>							
Anthro	5	4	9	8	2	263	32
Classics	15	-	15	13	1	810	-
Economics	3	2	5	3	-	247	267
English	13	5	18	13	3	465	35
Euro Stud	21	1	22	13	13	417	8
History	27	6	33	10	7	765	36
LLC	38	13	51	20	3	454	47
Philosophy	9	5	14	10	-	400	32
PoliSci	16	9	25	10	3	677	100
Religion	4	1	5	3	3	61	-
Sociology	4	3	7	6	1	185	34
Span/Port	14	10	24	7	-	338	72
Other	11	2	13	12	3	689	46
<i>Honors College</i>							
	5	-	5	6	1	68	-
<i>College of Agriculture and Life Sciences</i>							
	14	2	16	11	1	915	16
<i>College of the Arts</i>							
Art & AH	12	12	24	11	-	499	109
Music	10	10	20	13	-	190	62
Dan/Thtre	7	7	14	10	-	288	40
<i>Professional Schools</i>							
DCP	15	13	28	24	-	1,660	147
Journalism	6	5	11	14	-	508	137
Law	-	11	11	8	-	-	241
Business	4	14	18	20	-	1,575	1,692
Other	5	4	9	7	-	231	49
TOTAL:	258	139	397	252	41	11,705	3,202
<ul style="list-style-type: none"> Includes area studies courses taught in the language Introductory (1000 level) courses with significant European content <i>not</i> included 							

topics such as “Language Policies in the Multilingual European Landscape,” and “Degenerative Europe: Politics and Modern Art in 20th Century.” CES has placed a priority on partnerships with non-traditional fields and will offer additional new course development awards to create ES offerings in areas such as public health, food security, and agriculture (Criteria A).

Given the importance of **interdisciplinary teaching**, faculty members are encouraged to develop courses with content beyond their home department (Table F.2). The platform at UF to indicate multidisciplinary and interdisciplinary courses is through cross-listing (there is no specialized prefix at UF).

Courses that are cross-listed must meet the academic standards of all departments involved and are reviewed by UGCs or GCs prior to approval. CES is inherently a

Table F.2 Interdisciplinary Courses ES Courses	
Course Title	Disciplines Integrated
Screening the Holocaust	Anthropology, Religion, Jewish Studies
Degenerative Europe	English, European Studies
How Does Your Garden Grow	English, Classics
Greece, Turkey, and the World	European Studies, Asian History, Classics
Engineering the Renaissance <i>Co-taught Germ., Ital. & Eng.</i>	German & Italian Studies Engineering
Transnational Feminism	Political Science, Women Studies
Europe: Culture & Agriculture	Food & Resource Econ. Human Nutrition

multidisciplinary unit with faculty from a variety of fields and academic backgrounds, as a result, the majority of courses listed under the EUS course prefix are cross-listed to reflect their dynamic course content that spans disciplines and themes.

F3. Non-language Faculty & Pedagogical Training: As a top 10 public university, UF is dedicated to strengthening its research and teaching faculty to provide students with a high quality and impactful academic program. To ensure the highest quality of instruction faculty and TA pedagogical training and support is available both at the university and college level, and required for all new TAs. The UF Office of Faculty Development and Teaching Excellence (FDTE) is dedicated to strengthening teaching skills to maximize learning. Services provided by FDTE include, teaching strategy consultations, custom workshops for departments, and quality assurance review for online programs. FTDE also hosts UF wide workshops for **1st year faculty** on teaching

strategies, and the campus wide Interface Conference to recognize innovative faculty and provide a forum to facilitate interdisciplinary collaboration. The FTDE library offers resources, guides and videos on subjects from academic integrity to humor in the classroom.

Workshops are available for **TAs** on improving teaching skills, using technology to enhance learning, and using the UF learning platform. Within the CLAS, the Teaching Center (TC) holds a mandatory orientation for all new TAs at the beginning of each academic year. In addition, each year the TC publishes a TA Handbook with information on course preparation and implementation, lecture development, evaluating student performance, teaching evaluations, and a comprehensive list of pedagogical resources available at UF and CLAS. TAs are also provided with the UF Handbook on Testing and Grading, which focuses on how to construct and assess student responses, analyze test questions for effectiveness, and assign grades. TC also hosts TA development series each semesters with workshops on topics including, technology for teaching, best practices for group work, rubrics and peer review, cyber security and student data, and provides an online library of resources for TAs on topics such as writing across the curriculum, cognitive principles of learning and memory, and diversity in the classroom.

For **online courses**, UF's Center for Instructional Technology and Training (CITT) provides instructional design assistance for fully online, flipped, hybrid, and traditional face-to-face courses. All faculty and TAs have access to CITT's online teaching resources, which include information on incorporating active learning into online courses, engaging students in online learning, assessing student learning online, and utilizing learning analytics. The Center also provides a 'toolbox' of websites, best practices, software, etc. for online pedagogy, peer communication, using social media, among others. CITT also offers the Best Practices for Teaching Online Certificate, providing TAs and faculty the opportunity to explore pedagogically sound course design principles that promote student success in the online learning environment.

F4. Depth of Course Coverage: CES and UF offer a wide range of courses in European Studies from broader thematic courses to in-depth studies of particular historical, political, and cultural issues. In departments such as Political Science, History, Jewish Studies, Art History, and English, undergraduate students can take European content courses beginning at the broadest survey level courses through to focused, topical courses (Appendix 2). CES provides both undergraduate and graduate students the opportunity to complement their degrees with an ES concentration. At the **undergraduate level** the IS-Eur major provides students an important opportunity to pursue an interdisciplinary degree with a European focus. In addition, CES offers the EUS and ECES minors/certificates and students in the UFIC International Scholars Program may also focus on Europe. At the **graduate level** a number of programs in CLAS, CoA, WCBA, and DCP offer a European focus or specialization, as well as a number of explicitly European focused graduate courses (29 CoA, 14 WCBA, 13 DCP, 11 LCL, 9 History, 9 Political Science, and 7 English). CES provides a graduate certificate in Modern European Studies (G-MES) open to all students.

G. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

G1. Strength of Language Course Offerings: UF considers foreign language (FL) an important component of a liberal arts education that expands students' understanding and appreciation for other cultures. Indeed, a requirement for admission to the university is the completion of two sequential courses of a foreign language in secondary school or 8-10 credits at a post-secondary level. European FLs are offered in 5 departments at UF: **CES** (Czech, Polish, Hungarian, and Turkish), Languages, Literatures and Cultures – **LLC** ((Arabic), Dutch, French, German, Italian, and Russian), Spanish and Portuguese – **SP** (Spanish, Portuguese), **Classics** – Modern Greek and **Jewish Studies** – **JS** (Yiddish). In all 14 European languages are offered at UF *not* including those available through the Baltic Studies Summer Institute - BALSSI (Table G.1).

In 2016-2017 more than 6,000 students completed a European FL course, nearly 25% were

at the 2nd year level, while 20% were at the 3rd year level or above (Table G.1). Unsurprisingly, Spanish and French courses have the highest enrollments, with (Arabic), German, Italian, Portuguese and Russian also attracting over 100 students per academic year. The other LCTLs (Czech, Dutch, Hungarian, Modern Greek, Polish and Turkish) had an average of 15 students each. UF is one of only a handful of universities in the country that offers Hungarian and among only a small number of universities that offer Turkish, Polish, and Czech at the advanced level. In its efforts to promote language learning and LCTLs in particular, CES created #TakeaLCTL. The campaign highlights the benefits of taking European

Table G.1 Language Enrollments 2016-2017						
Language	1 st Year	2 nd Year	3 rd Year	4 th Year	Grad*	Total
Arabic**	119	51	11	8	0	189
Czech	6	4	6	0	0	16
Dutch	18	0	0	0	0	18
Estonian				BALSSI		
French	335	196	156	46	12	745
German	256	55	45	0	0	356
Greek	19	0	0	0	0	19
Hungarian	6	2	2	0	0	10
Italian	259	54	34	0	0	347
Latvian				BALSSI		
Lithuanian				BALSSI		
Polish	6	0	0	0	0	6
Portuguese	26	32	37	13	0	145
Russian	130	61	17	34	0	242
Spanish	1,350	829	551	174	24	3,892
Turkish	15	10	4	3	0	32
Yiddish	4	0	0	0	0	4
Total	2,513	1,294	863	278	36	6,021
* Grad level courses, note: many grad students pursue language study through undergraduate year 1-4 language courses						
** Included as a significant minority language spoken in the region						

LCTL languages and CES uses the hashtag in our events, FLAS promotion, and on social media.

G2. Availability of Advanced Language Training: Majors and Minors are available in 7

Table G.2 FL Degrees/Enroll.		
Language	Major	Minor
French	18	83
Spanish	91	150
German	3	11
Italian	2	19
Mod. Greek	0	1
Portuguese	2	14
Russian	11	19
Total	127	297

European FLs, including a new Italian Studies major (Table G.2).

All FL degrees require a minimum of 30 credit hrs/10 courses for a major and 15 credit hrs/5 courses for a minor (not incl. 1st year FL courses), demonstration of proficiency at the intermediate (minor) or advanced (major) level, as well as significant non-

language expertise. Approximately 75%-80% of required course work is taught in the FL,

including area studies courses. There are currently 127 students with majors (not incl. 2nd majors) and 297 minors in European languages (Table G.2). Of the 201 European FL courses available at UF, 124 are at the intermediate or advanced level. (Table G.3).

Advanced level language training is available at UF in 11 European languages including: Czech, German, Hungarian, Italian, Polish, Portuguese, and Turkish offer through the **3rd year**, while (Arabic), French, Russian and Spanish provide training through the **4th year**. In addition, CES maintains EUS 3938, a Special Topics course number that allows LCTL faculty to tailor courses to meet student needs to provide for additional advanced training, for example, providing a multi-level course for 3rd- and 4th-year students or a 1-credit maintenance course for advanced

Table G.3 # FL Courses Offered (AY 16--18)					
Dept.	Beg.	Interm/ Adv	Grad	Total	Faculty
CES					
Czech	2	2	0	4	1
Dutch	2	0	0	2	0
Hungarian	4	1	1	6	1
Polish	2	1	1	4	1
Turkish	2	5	0	7	2
LLC					
Arabic**	2	5	0	7	5
French	3	29	15	47	12
German	4	12	5	21	5
Italian	2	10	0	12	5
Russian	2	14	0	16	7
Yiddish	1	0	0	1	1
Span.-Port.					
Portuguese	2	7	1	10	4
Spanish	4	37	20	61	24
Classics					
Mod. Greek	2	1	0	3	2
Total	34	124	43	201	70

students. In addition to traditional sequenced courses, **content-based instruction** (CBI) is offered in Czech, French, Italian, German, Portuguese, Russian, and Spanish, whereby all reading and discussion takes place in the target language. CBI allows students to learn language in context, whether through 1-credit Foreign Language Across the Curriculum (FLAC) courses, often attached to an area studies course (Terrorism in Spain), or 3-credit stand-alone courses on a relevant cultural topic (Contemporary French Culture or Gender Equality in the EU). Study abroad FL opportunities at the advanced level are available for programs in the Czech Republic, France, Germany, Greece, Italy, the Netherlands, Russia, Spain, Sweden, and Poland. **Intensive** summer FL training at UF is available in French, German, Italian, Portuguese, Spanish and Turkish

(ROTC), with BALSSI offering additional options in Estonian, Latvian and Lithuanian.

UF's new "Beyond 120" campaign emphasizes the need for all students to graduate with "a professional career in progress." WCBA has identified FL and cultural proficiency as a marketable skill and encourages its majors to complete a specialization in IS or a FL minor. LLC, SP, and LCL offer commercial, legal or business courses in French, German, Portuguese, Russian and Spanish. Moreover, SP has created a Certificate in Spanish for the Professions that requires 12 credits of advanced-level coursework, including Spanish for the health professions, legal professions, advertising and marketing, interpretation and translation, or service learning. A similar certificate in Portuguese for the Professions will be available soon. A Certificate in Translation was also approved for use with any FL taught at the advanced level.

G3: Language Faculty: There are a total of 70 faculty members teaching CES languages (Table G.3). All instructors are advanced-mid to superior speakers of the target language and design performance-based courses informed by ACTFL proficiency standards and/or the Common European Framework (CEFR). TAs are responsible for teaching lower levels of French, Dutch, German, and Spanish; higher levels and other languages are taught by faculty. FL faculty are highly experienced in second- or foreign-language pedagogical methods, with advanced degrees in Second Language Acquisition (SLA) or in foreign languages with professional certification in Teaching English to Speakers of Other Languages (TESOL). Many have robust publication records in SLA or applied linguistics. Thanks to college and departmental support for professional development, faculty regularly participate in methodology workshops and conferences (AATF, ACTFL, AATSEEL, CALICO, CIBER, SCOLT) and in-unit training, such as workshops on web-based teaching to support development of hybrid and synchronous online LCTL courses.

Rigorous TA training mechanisms are employed to ensure that high standards of performance-based teaching are used in all FL courses. In addition to UF's campus-wide TA

training (Criteria F), FL TAs attend departmental workshops on proficiency-oriented instruction, standard classroom pedagogies, lesson planning, and assessment. French and Spanish TAs are required to take a teaching methodology seminar (FOL 6943), also open to German TAs. In addition, TAs attend regular group meetings and are supervised by their language program directors. To further ensure that language goals are met, TAs follow a common syllabus designed by their respective coordinators. Dutch TAs are supervised by a faculty mentor in CES with SLA experience (E. Nagy or H. Raynard); enroll in teaching practicum credits and meet weekly with their mentor to discuss lesson planning, teaching methods, and assessment. Not surprisingly, European language TAs have been recognized campus-wide for their excellence, earning university-level teaching awards every year since 2002.

G4. Performance-based Teaching and Resources: Foreign language instruction at UF is **performance-based**, informed by ACTFL's performance indicators and proficiency benchmarks. Courses are taught in a **communicative framework**, aiming to develop students' interpersonal, interpretive and presentational abilities as they learn about the target culture and forge contacts with its communities. Language faculty consider NCSSFL-ACTFL "can-do" statements as they formulate course goals; these **performance goals** then shape course syllabi, lesson plans, development of instructional materials,

teaching methods and assessment. Authentic materials (video, audio, text, image, etc.) are integrated into instruction from the earliest

Table G.4 Sample Target (ACTFL) Proficiency Levels		
	1st Year (avg. 150 contact hrs)	2nd Year (90-120 contact hrs)
Dutch	Nov.-High*	N/A
Greek	Nov.-Mid	Int.-Mid
Hungarian	Nov.-Low	Int.-Low
Polish	Nov.-Low/ Nov.-Mid	Nov.-High/Int.-Low
Turkish	Nov.-Mid	Int.-Mid

weeks so that communication simulates real-world professional, academic or extracurricular applications. When existing instructional materials do not support performance goals, as is often the case with LCTLs, faculty develop their own. Course assessments assume a variety of forms (exams, group and individual projects or presentations, portfolios) to evaluate students' reading,

writing, speaking and listening abilities and cultural competence. While some quizzes and test sections measure production/reception of discrete forms, most assessments are holistic and task-based, gauging how well students can apply learned skills to real-world tasks.

Technology facilitates nearly all FL goals by improving access to materials and other speakers and increasing interactivity, instructional efficiency, and flexibility for more individualized learning. Discussion forums and conference tools allow for communication contact hours outside of class, while computer-assisted instruction support "flipped" lessons, allowing class time to be used for more meaningful exchanges. Since feedback on learning outcomes is important for both students and language programs, **proficiency testing** is available for many CES FLs: French and summer Turkish courses (OPI), Italian (Progetto lingua Italiana Dante Alighieri/PLIDA certification); Portuguese (Celpe-Bras proficiency test) and Czech, Hungarian and Polish (Common European Framework/CEFR proficiency certification). Faculty evaluate scores against expected proficiency levels per language and number of contact hours to gauge efficacy. 1st-year language courses at UF are offered as 5-credit courses with 150 contact hours, 2nd year courses carry 3-4 credits with 90-120 contact hours per year (Table G.3).

Resources - The Language Studio (LS), managed by Director, Judy Shoaf (Appendix 1), was renovated in 2016 and provides FL students and instructors with technological support and instructional space. Facilities include a Sanako Lab with 30 booths connected to an instructor station through audio interactivity used for testing, conversation or audio and writing labs, and phonetics courses. The remodeled space features a multi-purpose area that can be partitioned to accommodate class use, tutoring or conversation, workshops, and language club meetings. The LS helps incorporate Internet resources and hard media into FL courses and includes a library of resources. **Improved campus technology** provides easy in-class or remote access to additional audio/visual resources. Canvas, UF's learning management system, houses instructional materials

and assessment tools and provides interactive discussion and conference options. Instructional technology has also advanced CES's mission of expanding online FL offerings (Criteria A) permitting blended 1st-year Czech course and a hybrid 1st-year Hungarian course (60%-40%) to serve as a pilot for other CES LCTLs. Additional pedagogical and technological resources for FL instruction are provided by CITT and FDTE as part of their campus-wide mission (Criteria F.3).

H. QUALITY OF CURRICULUM DESIGN

There are more than 100 undergraduate and 200 graduate and professional degree programs offered at UF, including a broad range of options that offer the possibility to focus on Europe. Supporting these programs are numerous study abroad and internship opportunities.

H1: Undergraduate Instruction: UF offers a wide range of majors, minors, and certificates and specializations focused on European Studies (Table H.1), providing courses in European architecture, art, food science, education, geography, journalism, languages, law, literature, music, political science, theatre, and urban planning. All UF undergraduates have the opportunity to take Europe related courses either to fulfill the university-wide international studies general education

Table H.1 UF Undergraduate European Studies Degrees and Certificates		
<i>Majors</i>	<i>Minors</i>	<i>Certificates</i>
Art History – French – German –Mod. Greek – IS-Eur – Italian – Jewish Studies – Portuguese – Russian – Spanish	Art History – ECES – English –EUS– French – German – Mod. Greek– History – Italian – Jewish Studies – Medieval & Early Mod. Studies – Portuguese – Russian – Spanish	East-Central European Studies – European Jewish Studies – EU Studies – Holocaust Studies – Spanish for Professions
<i>WCBA, DCP and CoJ offer specializations in European Studies</i>		

requirement or by selecting the core introductory CES course ‘European Experience’ (EUS 2001) as their ‘Freshman Seminar’ requirement within the new ‘Quest’ initiative. In addition, all students pursuing degrees in CLAS must demonstrate proficiency in a foreign language, with many choosing to study one of the many European FLs available (Criteria G).

CES is housed in the CLAS, the largest college on campus with 21 departments, 23 research centers and programs, and offering 33 majors and 48 minors and home to more than

11,000 undergraduate majors. CES program courses are available in 15 of the college's 21 departments, and CES program faculty represent 18% of total CLAS faculty. Among the fastest growing degree programs in CLAS is the International Studies major (IS), a dynamic, interdisciplinary program that fosters knowledge of major international and global issues. Students in the major pursue one of 5 regional tracks – Asia, Africa, Middle East, Latin America, and Europe. The degree combines rigorous area studies and language components to provide students with a comprehensive study of their region. IS-Eur is the largest track consisting of 121 current majors, representing nearly 50% of total majors in the program.

In addition to the IS-Eur major, students can pursue a Europe focused minor or certificate in EU Studies (EUS) or East-Central European Studies (ECES). In addition to 12-18 credit hours the EUS program requires study abroad or internship experience and the ECES program requires FL training beyond CLAS requirements (Table H.2). These CES programs complement other undergraduate Europe

related programs in Anthropology, Film Studies, History, Inter-

Table H.2 CES European Studies Degree Program Requirements			
	IS – Eur	EU Studies	ECE Studies
Core Requirements	INS 3004 – Int'l Perspectives	EUS 4210 – Politics & Inst. of the EU	CPO 3614 – Eastern European Politics
Language	4 semesters	None (encouraged)	2/4 semesters
Area Studies	15 credit hours	6/9 credit hours	6/9 credit hours
Capstone	INS 4930 – Sr. Research Sem.	SA or Internship (minor only)	N/A

national Relations, Jewish Studies, Literature, Political Science (Comparative) and Sociology, as well as degrees in several European languages (Criteria G).

The **professional schools** at UF also work to incorporate ES into the curriculum. Within the WCBA, students in the general business administration program have the option to declare a specialization in EU or ECE studies, as well as French, German, Italian or Spanish and there are multiple FL commerce and corporate culture courses that explore the business environment while also introducing students to business terminology and conversation. In addition the CoJ offers a wide variety of ES focused opportunities, including courses that explore electronic media from a

European perspective, ethics and mass communication, and advertising in Europe, as well as long-standing study abroad programs in Germany and Italy exploring journalism and telecommunications in Europe. CALS, CoA and DCP also offer their students multiple opportunities to specialize in ES, including degrees in Humanitarian Assistance & Resource Development (CALS), Art and Art History (CoA) and Urban Planning (DCP).

H2. Academic and Career Advising: UF is committed to providing comprehensive, effective, and informative advising to guide students through their academic career. To offer specialized and tailored services, each college has its own advising center that provides academic counseling, career preparation, information on relevant extracurricular activities, scholarship and funding opportunities. The CLAS Academic Advising center boasts 30 full time staff and many peer advising assistants. All departments have both undergraduate and graduate advisors to work with students to assist with questions related to the specific major. In addition, all faculty commit to at least 3 hours of academic advising per week.

UF's **Career Resource Center (CRC)** provides career planning, internship opportunities, and employment assistance to all students. The CRC works with more than 21,000 students each year through individual advising, career fairs and workshops including the general Career Showcase and targeted career fairs for graduate and professional students, start-up jobs, education, and local employers, offered both on-campus and virtually. CRC also offered 260 outreach and career education presentations and programs across campus in 2015-16, including seminar sessions on dozens of topics such as career planning, overseas job searches, resume preparation, and interview techniques. The CRC library contains information on thousands of employers, lists of American firms operating overseas, and information on graduate and special studies programs such as fellowships and assistantships.

The CES has both an APC and UGC to assist students in CES degree programs by

providing specialized advising on its academic programs and career and internship opportunities in Europe or with a European focus. CES aims to enhance existing professionalization efforts through expanded career and alumni talks, SA internship opportunities, CRC tailored career and skills workshops, and incorporating experiential learning into the CES curriculum (PG 3). In addition to CES, UFIC hosts “International Career Pathways,” info sessions each year on the Department of State’s Consular Fellows Program, and workshops on Fulbright opportunities.

Academic and career advising for **graduate students** is available in the professional schools and all colleges offering graduate degrees. The UF Graduate School offers an annual Professional Development Series that includes speakers and workshops on dissertation submission, finding grants for research, entrepreneurial skills, etc. The CRC hosts a specialized Graduate Student Series with info sessions, workshops and fairs on tailored topics including, networking in academics, interviewing for academic jobs, opportunities for international engagement, jobs outside of academia, and creating a career action plan. Graduate degree granting departments and professional schools also offer targeted workshops to assist with the post-degree job placement process including the LCL Center for Career Development’s on-campus interview program and the WCBA’s dedicated business career services team that facilitates recruiter visits, professional development days, and a career week each spring.

H3. Graduate Students Opportunities: UF offers a broad array of opportunities for graduate students to specialize in European studies and gain expertise in European FL. Since 2010, nearly 100 PhD and MA theses have been completed with a European focus in 25 departments across 7 colleges including architecture, advertising, food and resource economics, geology, tourism, history, political science, and urban planning. Within **CLAS** there are over a dozen graduate programs that offer opportunities for a European focus/specialization including Anthropology, Economics, History, International Relations, Literature, Comparative Politics, and Sociology.

More than 130 Europe-related graduate courses support these specializations (Appendix 2). Most of these programs call for at least an intermediate FL competency and a higher level of fluency when necessary for the student's research agenda. In addition to area studies UF also offers MA and PhD course/programs in French, German, Portuguese, and Spanish. These programs facilitate research abroad and require advanced proficiency in at least 1 other European-language, as well as a substantive area specialization. **CES** offers an interdisciplinary certificate in Modern European Studies (G-MES) to both MA and PhD students. The certificate requires 13-16 credit hours of program courses, including a 1-credit CES course, Introduction to European Studies. Given the critical role of languages to the comprehensive study of Europe, the G-MES certificate requires the attainment of intermediate proficiency in at least 1 European FL.

Outside of CLAS, the CoA, DCP, and CALS offer opportunities for students to pursue European specialization in programs such as Art and Art History (CoA), Music (CoA), Architecture (DCP), and Food Science (CALS). CALS also offers targeted study abroad opportunities for graduate students in Europe, including programs in Germany on Family and Cultural Diversity, and Greece and Italy on Food and Culture. Among the **professional schools**, graduate programs in Comparative Law, International Business, Global Management, and International Communication within the WCBA, LCL, and CoJ offer students the ability to focus on Europe. All of these programs also provide targeted study abroad opportunities in Europe (many for a semester or more) and promote FL study beyond the beginning level.

H4. Research & Study Abroad: According to IIE's 2017 Open Doors report, UF ranks 19th in the country for students sent abroad and 23rd in hosting international students. UF was the 2018 recipient of the Senator Paul Simon Award for Comprehensive Internationalization, awarded by the Association of International Educators, for its broad commitment to international education and research. The UFIC coordinates and advises international scholars studying at UF, manages

UF sponsored study abroad programs, exchanges and partnerships with 3rd party program providers, and supports students and faculty in global research activities.

Student participation in study abroad (SA) programs is facilitated in a number of ways. UFIC provides a fully staffed SA office with a full time staff of 11, including 7 SA advisors, dedicated to SA and exchange programs. Each year, UFIC hosts 2 study-abroad fairs, in addition to numerous targeted info sessions on particular programs, college and degree specific opportunities. The SA office also provides extensive scholarship opportunities (see Criteria D). In its effort to encourage students to study abroad, UF allows students to substitute summer study abroad (6 credits) to fulfill the university-wide 9-credit summer school requirement.

UFIC currently offers more than 1,100 SA programs worldwide to study, research, intern, and participate in service learning. In 2016-2017, more than 2,100 students (including nearly 500 graduate students) participated in UF sponsored SA programs or utilized 3rd party options (Table H.4). In Europe, UFIC offers more than 350 programs in 22 countries, including nearly 50 UF run programs and 126 exchange programs. In AY 16-17, nearly 1,400 students from 11 colleges across campus studied abroad in Europe, accounting for nearly 60% of

Table H.4 Study Abr. Enroll. '16-'17				
Country	Progs	UGs	Grads	Total
Austria	9	19	12	31
Belgium	2	14	0	14
Croatia	1	3	0	3
Cyprus	1	1	0	1
Czech Rep.	2	12	39	51
Denmark	5	4	0	4
France	36	83	18	101
Germany	29	122	49	171
Greece	1	15	2	17
Hungary	1	1	0	1
Iceland	0	1	0	1
Ireland	9	76	38	114
Italy	19	221	22	243
Netherlands	15	17	4	21
Norway	1	3	0	3
Portugal	1	1	0	1
Romania	0	2	0	2
Russia	1	11	0	11
Spain	24	256	12	268
Sweden	3	1	0	1
Switzerland	4	2	49	51
UK	16	122	14	136
Multi Dest.	11	112	37	149
Total	191	1099	296	1395

all UF SA students 2016-17. Most programs in Europe require some FL competence and offer additional intensive & non-intensive FL instruction on-site. European SA programs are available in a wide range of fields including, Journalism, Engineering, Nursing, Business, Law, Biology,

and Health and Human Performance. An increasing number of SA programs are incorporating experiential learning activities such as internships, fieldwork, and service learning. In WCBA, the Master of International Business (MIB) requires all students to complete a Global Immersion Experience (GIE). GIE are available in Spain, Germany, Belgium, Ireland, UK, France, and Czech Republic. In addition, the MIB program encourages students to study abroad with programs in Austria, Denmark, Finland, France, and the UK. In CALS, students have a range of opportunities to study in Europe including a study tour on microbiology and cell science in the Netherlands, Germany, France, and Switzerland and a program on sustainability and engineering innovation in Germany. The College of Nursing provides a service-learning program in the UK on pioneering women in the field of nursing with service projects linked to issues in UK public health.

In addition to traditional study abroad, research and internship opportunities are also available in Europe. In CLAS, the Chemistry and Physics departments, in collaboration with the NSF, both offer fully funded summer research opportunities in France (Chemistry and Physics), Italy, UK, Netherlands, and Germany (Physics). The CoEng also sponsors an annual semester and summer research program in Spain, combining research with coursework in engineering and Spanish culture. As an Erasmus+ partner institution, CES has hosted numerous research exchanges with universities in Romania and Bulgaria. Furthermore, internship programs are available in numerous European countries. The CES 'UF in Brussels' and the IS 'UF in Sorrento' SA programs both provide a variety of internship opportunities, with and without FL requirements and the WCBA coordinates 4 internship programs in France, Ireland, Spain, and the UK.

I. OUTREACH ACTIVITIES

Although CES was unsuccessful in the last NRC cycle, programs and outreach activities over the last 4 years have remained consistent with the purpose and absolute and competitive priorities of the NRC program. The loss of the NRC initiated a reassessment of CES outreach, programming,

and priorities, while at the same time affording UF the opportunity to solidify its commitment by carrying all CES staff salaries and providing significant support for outreach activities. In line with participant feedback, outreach and programming efforts were redesigned to address more contemporary European issues, including those more likely to interest students and faculty in STEM fields, to facilitate potential career paths in government, business, and non-profit, increase contacts with underserved communities, and expand regional and national impact overall, while maintaining K-12 outreach and continuing to develop LCTL instruction and area studies. (Table I.1). In this effort, CES collaborated with over 40 other units, including departments, colleges, and centers across UF to increase the national and regional impact of its outreach activities.

Table I.1: AY 2014-2018 Outreach Statistics			
Category & Description (Attendance = Total Attendance for All Years)	# Events	Attend.	Impact
K-12 Workshops for Teachers - LTSI	3	39	2340*
K-12 Information Sessions - Students & Teachers - Campus Fairs & Visits	10	377	377
K-12 Outreach Events - Harn Visits, Wall Mural, Spring Break Workshops, etc.	8	376	376
Academic, Study Abroad, & Foreign Language Program Outreach Sessions	42	1,140	1,140
Undergrad activities, conferences, and outreach, including CCs (Model EU, East European Showcase, SF Europe Day, CES student clubs)	12	1,326	1,326
Career & Professional Development Talks & Symposia - Grads & Undergrads (i.e. Career Development Series, Lunchtime Symposium)	18	633	633
Academic Conferences & Symposia with National & International Participants (i.e. Jean Monnet series, Migration Studies Conference)	6	484	484
CES Invited Lectures, Faculty Symposia, & Other Supported Academic Activities	282	4,885	4,885
General Outreach to Public & Business (Film Screenings, Museum Nights, festivals, BEBR collaboration, Rotary Club)	48	3,823	3,823
Outreach to Underserved Communities (ILR at Oak Hammock, Veterans events)	26	1,683	1,683
Intensive Summer Turkish Program Outreach (including MSIs & CCs)	6	187	187
Video & Podcasts (CES events on Vimeo, Youtube, Soundcloud)	9	1,112	1,112
Social Media - followers & subscribers (newsletter, Instagram, Twitter, Facebook)			3481**
Totals	470	16,065	21,847
* Based on estimate of each teacher attending the workshop interacting with 60 students per year			
**Total number of views for all videos and podcasts			

I1a. Elementary and Secondary School Outreach: As a result of diminished funding, CES was unable to participate in many of the large-scale K-12 outreach activities undertaken by other UF NRCs beyond the Social Global Studies course (ESE6939) developed for the CoEd in the last cycle. However, CES hosted 3 sessions of LTSI (2014-2016), reaching 39 teachers. This 2-week

language pedagogy workshop for K-12 language teachers attracts applicants from the entire state and participants receive in-service credit certificates upon completion. While the focus of LTSI varies, the overarching theme is the integration of technology in the classroom in correlation with the latest methodological approaches to language instruction. The workshop is led by UF language faculty with expertise in educational technology and methodology. Throughout the workshop teachers develop lesson plans and projects utilizing new technologies and those plans are made available to the entire K-12 community via the CES website. LTSI participants, with the assistance of CES staff, maintain a very active Facebook group, which at present has ~100 members. This platform has enabled members to stay in contact and share resources, as many of them have now relocated and work in schools in AZ, PR, WA, MA, OR, and in 4 foreign countries. To maximize its impact at the national and regional level an online version will be developed that will be available to all K-12 language instructors (PG1). Preparation for an online version has already begun and it is anticipated that it will be launched in 2019 (CP2).

CES outreach to K-12 in the past cycle also resulted in more direct contact between CES faculty/staff and local students, administrators, and teachers, including visits by Turkish heritage high school students to the UF campus to discuss available language and area studies courses. CES also collaborated with local schools to enable students to enroll in UF Hungarian language courses. These increased contacts will improve the effectiveness, impact, and reach of future outreach initiatives such as the **Travelling Suitcases** (Criteria A). Other notable K-12 outreach activities included a wall mural contest for high school students dedicated to the theme of EU sustainability, a recipe contest that addressed European Jewish food traditions and involved 4 Alachua County elementary schools, 2 Spring Break workshops for high school students with European artists and actors, educational excursions to the Harn for elementary school children from Marion County, and a photography gala and exhibit to launch the curated, online photo

archive *Wanderlust*. The archive launch enabled CES to build linkages between the K-12 community, local businesses, and experts from the professional schools to develop, promote and advertise *Wanderlust* to local area teachers as an educational resource. Fracture, Inc. and local art galleries sponsored the event. CES staff and Alachua County officials worked with experts from the CoJ to develop a media plan and secure local radio sponsorship to minimize advertising costs.

I1b. Post-Secondary Education: In addition to events on the UF campus, CES outreach activities included collaborative engagements with Santa Fe College (SFC). In 2017 CES and SFC hosted a Europe Day festival on the SFC campus and over 400 students attended. Students from SFC are included in many CES undergraduate outreach activities, such as the Model EU summit held every year in April, annual CLS information sessions, and the various Career Development talks that CES and UFIC regularly host. CES and SFC collaborated under the auspices of the Fulbright Visiting Scholar Program to arrange a meeting between Serhyi Kvit, former Ukrainian Minister of Education, and SFC and UF students. Outreach to CCs, including MSIs, will expand in the upcoming cycle as CES develops its collaborations with other UF NRCs (Criteria A, PG4). CES has already begun expanding contacts with regional MSIs, such as BCU and EWC, through student recruitment for the Project GO Turkish program (**CP1**). Participation in the Project GO initiative greatly increased the national impact of CES through targeted student recruitment efforts at the national level and by inclusion in the Project GO institutional network, which is comprised of members from 24 universities and colleges.

In total, CES sponsored over **354** talks, films, conferences, and symposia in the past cycle with a combined attendance of over 9800. These activities primarily focused on contemporary European events and incorporated STEM where possible. CES collaborated with a variety of faculty from other departments, including members of the **professional schools**, on a myriad of events that reflected **diverse perspectives and addressed international affairs**, such as a talk by

Mario Monti, former Prime Minister of Italy, a panel on Brexit, a roundtable on the Charlie Hebdo murders, lectures on European populism and the current state of the Transatlantic relationship, a 2-day conference on female composers in European music, an international conference on the migration crisis, talks by researchers on the effects of humans on the environment, a series on race and diplomacy, and a panel on the work of medical doctors in Sarajevo among others.

CES also initiated a Career Development Series that arranged meetings for undergraduate and graduate students with ambassadors, Foreign Service officers, business professionals, and representatives from the non-profit sector. This program will be expanded to include meetings with CES alumni who have secured positions in the federal and/or private sector as part of a focus on professionalization (Criteria A). Graduate students are also provided with opportunities to present their research, receive critical feedback, and develop their presentation skills through the Lunchtime Symposium series. (PG3, AP1) (Table I.1)

CES postsecondary outreach for the upcoming cycle will continue to focus on contemporary events and will expand its reach by including talks and events that will draw participants from non-traditional disciplines and lead to online resources (PG2). Two of our proposed thematic conferences, *Managing Migration* (2020/2021) and *Climate Change* (2021/2022); will include participants from CALS, IFAS, DCP, and CLAS.

11c. Business, Media, and the General Public: CES outreach activities in this category included film screenings, public talks, festivals, and Museum Nights. CES strove to reach underserved communities, such as the ILR series for seniors at Oak Hammock, and local area veterans through the Dialogues on War series, created in collaboration with the Collegiate Veterans Success Center, Gainesville Veterans for Peace, SPOHP, the Center for Arts in Medicine, the CoA, the ACPL, and with sponsorship by local area radio (WUFT, WKTK) and businesses (Actors' Warehouse, Hippodrome). Info-graphics and brochures on business in the EU were distributed at public

outreach events and where possible CES leveraged UF support and other resources to bolster business outreach. For example, CES collaborated with BEBR on an EU-focused survey to gauge regional attitudes towards the EU and the transatlantic economic relationship. Dr. Kreppel provided an analysis of the survey results to BEBR's online journal, dedicated to providing information on business in an international context. Business outreach in the upcoming cycle will be expanded through collaborations with the other UF NRCs (Criteria A).

J. FLAS AWARDS SELECTION PROCEDURES

The CES is requesting funding for **8 academic year** and **6 summer** awards per year. Three academic year and two summer grants will be for qualified undergraduate students pursuing intermediate or advanced level LCTLs and the remaining will be reserved for graduate students.

Advertisement: CES staff including the APC, OC, UGC, and all CES language faculty actively promote and disseminate information on FLAS fellowships each year. CES will also designate a FLAS Coordinator from among CES faculty. FLAS fellowship availability and all relevant information will be broadly disseminated to graduate/undergraduate advisors, department chairs, the Graduate School, the Academic Advising Center, and UFIC through campus mailings and email list-serve notifications. Announcements for FLAS fellowships are placed in the CES weekly e-newsletter (~2000 subscribers), UFIC weekly e-newsletter (~3,200 subscribers), and the Graduate School e-newsletter (~7,000 subscribers). In addition, the Center will use social media to develop targeted promotions of the FLAS program. Information on the FLAS program will be available year-round, and the targeted advertisements noted above will be made in the fall and early spring. The application cycle will begin in December, and CES will send reminders throughout December/January. Applications will be due in early February and decisions sent to applicants by March/April. All necessary information and forms will be available in the CES main office, in a downloadable PDF format on the CES website and included in the "Preview" packets

for incoming undergraduate students and the Graduate School's fellowship information packet. CES will hold a minimum of 2 FLAS info sessions per year, targeting students in LCTL courses, professional schools, and non-traditional departments. CES staff will also meet with advisors in the Graduate School, professional schools, and CLAS advising to share FLAS information.

Application Procedure: All FLAS applicants will be required to submit a statement of purpose that incorporates their proposed course of study, language proficiency and objectives, as well as the relevance of language to their proposed course of study and their career aspirations. In addition, all applicants must provide a CV, 3 letters of recommendation, transcript(s), financial need form (or FAFSA form) and SAT/GRE scores (or equivalent). If applying for a summer-fellowship, information must also be provided on the content, duration and credentials of the selected intensive language program. Those who have received FLAS funding in the past must also provide a comprehensive pre and post FL evaluations.

Selection Criteria: All students will be selected on the basis of merit (based on letters of recommendation, language skills assessments, GPA and test scores), their projected course of study, the need to train specialists in their selected language and the importance of advanced language training to their stated goals and future plans as discussed in their application. In accordance with the CES goal of including the whole campus in its activities and the FLAS competitive priorities established by the DoE, the CES will establish a funding priority for those students pursuing advanced training in priority LCTLs (FLAS-CP2) and students pursuing MAs/PhDs in fields likely to lead to jobs in government or the private sector, and, in accordance with FLAS-CP1 students who demonstrate financial need via the federal FAFSA form.

Selection Process: The FLAS selection committee will consist of 3-5 members including representatives from the professional schools, language departments and key fields in the humanities and social sciences. The CES Director will nominate members to this committee

annually with confirmation by the EC to insure equitable representation of groups, schools and fields. The APC and FLAS Coordinator will sit *ex-officio* as non-voting members of the selection committee to answer any questions and provide additional information as needed.

Impact and Evaluation: In compliance with DoE requirements, CES will implement the following evaluation tools: FLAS recipients and their respective language instructors will be required to submit through IRIS (self) assessments of language skills at the beginning and the end of the FLAS award term. Following their graduation from UF, all FLAS recipients will be required to complete biennial surveys of their employment, education and training. To insure support for national needs, at least 25% of all FLAS grants awarded will be allocated to students studying Polish, Portuguese, Russian or Turkish, which are ‘priority languages.’

K. COMPETITIVE PREFERENCE PRIORITIES

CES activities fulfill both the absolute and the competitive priorities of the NRC and FLAS programs. In most cases there are multiple activities that support these priorities. Specific information is available in Table K.1a and Table K.1b, as well as the Budget Narrative.

Table K.1a Competitive Preference Priorities - NRC			
Category	Activity Description	Narrative	Budget
Comp. Preference Priority 1:	Course Enhancement Grants to CCs	A, IIb	A3, E2
Activities with MSIs and CCs	9 Univ. Georgia Consortia Conference	A1	C3, E1
	Global Studies Conference	A1	C3, E2
	Collaborations with UPR	A1	C2, E1
Comp. Preference Priority 2:			
Collaborations with CoEd	World Children's Lit Module	A1	C1, C2, D3
	FL Globally Connected	A1	C3, E1, E2
	Travelling Suitcases	A1, IIa	D3, E1, E2

Table K.1b Competitive Preference Priorities - FLAS			
Comp. Preference Priority 2a:	Financial Need in Selection Criteria	J	H
Comp. Preference Priority 2b:	25% of awards in LCTLs	J	H
	Fulltime Polish Instructor (Adv. Polish)	A	A2
	Support for BALSSI (Baltic languages)	A	A2

DIVERSE PERSPECTIVES IN FUNDED ACTIVITIES

The University of Florida affirms the critical importance for intellectual discourse that intentionally embraces a diverse array of perspectives and a wide range of views. Debate and exploration of diverse views in the context of freedom of thought and expression is central to UF's mission as a major research university. In keeping with the objectives of the Title VI program, the Strategic Goals for the university speak directly to this commitment, promoting:

- ⇒ An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty, and staff who have diverse experiences and backgrounds.
- ⇒ A university climate that is inclusive, supportive and respectful to all.
- ⇒ Diverse, robust educational and interdisciplinary areas of excellence.
- ⇒ Increased globalization to enhance our effectiveness as world citizens.

University of Florida, furthermore, fully and unequivocally supports the First Amendment right to freedom of expression, indicated by the administration's demonstrated commitment to the protection of free speech rights.

In keeping with this university-wide mandate, the activities of the Center for European Studies outlined in this proposal—including those for which Title VI support is requested—are specifically designed to contribute to free and open inquiry. Specifically, we seek to encourage open debate about current issues facing Europe through annual thematic conferences, guest speakers and new course development and enhancement opportunities that expand the breadth of those engaging with Europe related topics on (and off) campus. In so doing, CES intentionally makes every effort to reflect diverse perspectives and encourage a wide range of views regarding the topics addressed and the questions raised through these activities.

Concretely:

- CES accepts, and seeks out, opportunities to speak to diverse publics in its outreach program, and (within logistical limitations) accept all invitations to engage with diverse groups.
- CES solicits suggestions for speakers/topics from all faculty members affiliated with the Center and or engaged in Europe related teaching and research, and works to secure recommended speakers and or cover the suggested topics when possible.
- CES conferences, workshops and guest speakers are advertised broadly to reach as broad a public as possible, and CES welcomes proposals for participation, as well as attendance, from any appropriately qualified individuals.
- CES library books and journals purchased with CES support are intentionally chosen to ensure that the full range of knowledge and debates on current European issues are available for students, researchers and the public through the community linkages of the UF libraries.
- CES adheres strictly to the principle of academic freedom, ensuring that both faculty members and students can speak freely and openly and express opinions—even controversial or unpopular ones—in the classroom and within their academic work.
- CES faculty and graduate students travel around the nation and indeed the world, to participate in scholarly and academic meetings, where they engage with participants from varied backgrounds and perspectives in discussing their research.

GOVERNMENT SERVICE IN AREAS OF NATIONAL NEED AND IN EDUCATION, BUSINESS AND NON-PROFIT SECTORS

The proposed activities will continue the ongoing efforts of CES to facilitate and encourage government service in areas of national need, as well as in education, business, and non-profit sectors. By providing specialized training in Europe-related area studies and languages (including both least commonly taught and priority languages) CES activities support the development of a cadre of well-educated graduates with the skills necessary to contribute to national needs across a broad spectrum of fields.

In addition to offering courses in 4 of the priority languages listed by the Department of Education (Polish, Portuguese, Russian, and Turkish), CES proposes to award at minimum 25% of the FLAS awards given each year for these languages. CES will actively promote the study of LCTL and priority languages through information sessions, collegiate fairs, and social media campaigns, #TakeaLCTL. CES designed certificate and degree programs require a minimum of intermediate level language training and both Title VI and UF funds will be used to develop new 'Foreign Language Across the Curriculum (FLAC) courses to support content based instruction (CBI) in a variety of European languages. These combined efforts will provide new opportunities and incentives for language training for graduate and undergraduates.

CES will support and encourage government service and employment in the areas of education, business, and non-profit sectors through the Career Development Series aimed at graduate and undergraduate students. Through this program CES will host invited speakers from different career fields, such as Foreign Service, non-profits, education, and business to speak with students about the applicability and desirability of applicants/employees with language and area studies training in priority languages and European Studies in general. Targeted alumni will likewise be invited to speak with students about the ways in which they can leverage the skills and knowledge gained during their European Studies coursework.

Lastly, CES will work with the Career Resource Center to host information sessions specifically designed for CES students and to promote, develop, and distribute publications and databases that address the positions and internships available in government, education, business, and the non-profit sector that would be applicable to ES students. The Undergraduate Coordinator and Academic Programs Coordinator will promote these materials and will offer career advising on the various career opportunities available to students in CES academic programs. Lastly, CES will work with UFIC and the Peace Corps Office at UF to develop and distribute materials for potential work in the non-profit sector.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

CES_NRC_FLAS_Table_of_Contents_FINAL.pdf

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Center for

EUROPEAN STUDIES

at the University of Florida

Grant Application for

National Resource Center

and

Foreign Language and Area Studies Fellowships
in European Studies

CFDA Numbers 84.015A and 84.015B

2018-2022



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REGULATIONS OF THE
UNIVERSITY OF FLORIDA

1.006 Non-Discrimination/Harassment/Invasion of Privacy Policies.

(1) The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act. This commitment applies in all areas to students, Academic Personnel (AP), Technical, Executive, Administrative, and Managerial Support (TEAMS) staff, University Support Personnel System (USPS) personnel, and Other Personnel Services (OPS) employees. This commitment intends to reflect the University's belief that educational and employment decisions and access to University activities should be based on individuals' abilities and qualifications and not on irrelevant factors, as well as that the University values broad diversity within our community and is committed to diversity and eliminating discrimination.

(2) It is the policy of the University that each employee and student be allowed to work and study in an environment free from any form of discrimination or harassment as defined in University regulations or law. Sexual harassment is a form of sex discrimination under Title VII of the Civil Rights Act of 1964, and is conduct unbecoming a State employee as provided in Section 110.227, Fla. Stat.

(a) Sexual harassment is defined as unwelcome sexual advances, or requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct or request is made either explicitly or implicitly a term or condition of an individual's employment or academic status.

2. Submission to or rejection of such conduct or request by an individual is used as the basis for employment or academic decisions affecting such individual, or

3. Such conduct or request has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile work-related or academic environment.

(b) Disciplinary Action.

1. Any employee or student of the University who is found to have sexually harassed another employee or applicant for employment or student will be subject to disciplinary action up to and including dismissal or expulsion.

2. Any employee or student in a supervisory capacity who has actual knowledge by direct observation or by receipt of a complaint of sexual harassment involving any of those employees he or she supervises or over whom he or she has managerial authority, and who does not investigate, and, if appropriate, take corrective action or report the matter directly to the Director of Institutional Equity and Diversity, shall be subject to disciplinary action up to and including dismissal or expulsion.

(3) Complaints and Appeal Procedures. Any employee or student who believes that he or she is a victim of discrimination or harassment, including without limitation sexual harassment as defined above or retaliation for filing a claim of discrimination, may pursue informal resolution of the complaint or may file a formal written complaint in accordance with University of Florida Regulations 1.0063 and 4.012. Employees and students may contact the

Director of Institutional Equity and Diversity to seek assistance in informally resolving the complaint or in filing a formal complaint or grievance.

(4) Invasion of Privacy. The University prohibits making, using, disclosing or distributing a recording of a person in a location or situation in which that person has a reasonable expectation of privacy and is unaware of the recording or does not consent to it; and any other conduct that constitutes an invasion of privacy of another person under applicable law or University regulations.

(a) It shall not be a violation of this provision to make a recording authorized by the Florida Sunshine Law, any other law or University regulation or policy. Any making, use, disclosure, or distribution of an authorized recording must comply with the requirements of the applicable authorization, law and/or University regulation or policy, including without limitation obtaining any required notice or consent.

(b) University policies may provide further information and requirements concerning making, using, disclosing and distributing recordings. Refer to University websites for policies on recording and on privacy.

(c) Recording is defined as any recording, visual (for example and without limitation, photographs, videos), audio or both, in any medium, using any technology.

Authority: BOG Regulation 1.001.

History--New 2-23-82, Amended 3-6-85, 11-13-90, 4-30-95, 11-25-03, 10-11-07 (technical changes only), Formerly 6C1-1.006, Amended 3-16-10, 9-30-10 (technical changes only), 12-10-10.

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

1.0061 Affirmative Action Plan for Equal Employment Opportunity, and Administrative Organization for the Affirmative Action Program.

(1) Equal Employment Opportunity Policy.

(a) The University shall provide equal employment opportunities and practices for all qualified persons which conform to laws against discrimination on the basis of race, creed, religion, color, marital status, protected veteran status, sex, national origin, disability, political opinions or affiliations, age, genetic information, or handicap; and to promote the full realization of equal opportunity through a positive, continuing program of affirmative action which shall be aimed at enlarging and expanding the employment opportunities of qualified women and minority groups throughout the University.

(b) The University is committed to three (3) basic goals relating to Equal Employment Opportunities:

1. The analysis of current practices and policies, and the adoption of new or revised practices and policies when necessary, to insure the establishment of specific procedures for equalizing.

2. The elimination and correction of practices and individual inequities which perpetuate or result from discrimination toward women or minority groups.

3. The intensified recruitment and consideration of women and minority groups to ensure that candidates and employees with appropriate qualifications, potential, and responsibility are afforded equal opportunity for selection, training, and promotion, and are compensated without discrimination due to race, creed, color, religion, marital status, protected veteran status, sex, national origin, political opinions or affiliations, age, genetic information or disability.

(c) The University shall provide for Equal Employment Opportunity by:

1. Recruiting, hiring, training, and promoting persons in all job classifications without discrimination with regard to race, creed, color, religion, protected veteran status, marital status, national origin, political opinions and affiliations, sex, age, genetic information, or disability, unless specific sex, age, physical or mental disabilities are bona fide occupational qualifications.

2. Insuring that employment and promotion decisions are in accord with existing criteria.

3. Insuring that all personnel actions, benefits, and programs are administered without illegal discrimination.

(2) Affirmative Action Plan for Equal Employment Opportunity -- The Affirmative Action Plan for Equal Employment Opportunity, as mandated by Executive Order #11246, implements the Equal Employment Opportunity Policy stated above. The Plan is subject to annual review and change as circumstances require. The Plan contains a set of specific and result-oriented procedures to which the University commits every good faith effort, a work force analysis which identifies deficiencies in the representation of women and minority groups, and goals and timetables to correct the deficiencies and to increase the employment of women and minorities at all levels.

(3) Administrative Organization of the University's Affirmative Action Program.

(a) The Vice President for Human Resource Services is designated by the University President as the University's Chief Administrative Officer for Affirmative Action. He or she shall have the authority and responsibility to take the steps necessary to fully implement the Plan and any changes therein, provide a continuing process for reviewing performance under the Plan, and take corrective action when needed to assure full compliance with the Plan and University of Florida Regulations 1.0061 and 1.0062. Penalties for infractions of the University's Affirmative Action Plan or Regulations shall be administered pursuant to University of Florida Regulation 1.007.

(b) The Vice President for Human Resource Services shall be assisted by the Director of Institutional Equity and Diversity. He or she shall work with University personnel to insure full

coordination and compliance with the Plan and Regulations of the University of Florida governing equal employment opportunity and affirmative action.

(c) The Senior Vice Presidents and Vice Presidents shall be responsible for the implementation of the University's affirmative action plan and shall ensure compliance with the plan in his or her area of supervision.

(d) Each Dean or Director shall appoint an Equity Officer to serve as liaison between the Office of Institutional Equity and Diversity and the units of his or her division or college.

Authority: BOG Regulation 1.001.

History--New 2-23-82, Formerly 6C1-1.061, Amended 3-2-87, 4-30-95, 3-17-09, Formerly 6C1-1.0061, Amended 3-16-10, 9-20-10 (technical changes only).



Center for

EUROPEAN STUDIES

at the University of Florida

APPENDIX 1: Curriculum Vitae and Position Descriptions

Name	Position/Rank	Page
College of Liberal Arts & Sciences		
<i>Anthropology</i>		
Chalfin, Brenda	Professor	20
Kane, Abdoulaye	Associate Professor	47
Magnarella, Paul	Emeritus	59
<i>Center for European Studies</i>		
Ceobanu, Alin	Associate Professor	19
Kostopoulos, Chrysostomos	Lecturer	53
Kowalewska, Agata Olga	Adjunct Lecturer	54
Kreppel, Amie	Director & Associate Professor	1
Nagy, Edit	Lecturer	66
O'Dwyer, Conor	Associate Professor	68
Peker, Yasemin Eylem	Adjunct Lecturer	73
Raynard, Holly	Senior Lecturer	77
Romeyn, Esther	Senior Lecturer	80
Sahin, Emrah	Lecturer	83
Schuering, Michael	Visiting Associate Professor	83
Stoilkova, Maria	Visiting Assistant Professor	90
<i>Classics</i>		
Bozia, Eleni	Assistant Professor	13
Eaverly, Mary Ann	Professor	30
Kapparis, Konstantinos	Associate Professor	48
Nichols, Andrew	Adjunct Lecturer	67
Pagan, Victoria	Professor	71
Van Steen, Gonda	Professor	94
Wagman, Robert	Professor	95
Wolpert, Andrew	Associate Professor	99
<i>Economics</i>		
Dinopoulos, Elias	Professor	28
Heins, Gunnar	Assistant Professor	42
<i>English</i>		
Bryant, Marsha	Professor	15
Burt, Richard	Professor	16
Cech, John	Professor	19
Gilbert, Pamela	Professor	35
Harpold, Terry	Associate Professor	39
Homan, Sidney	Professor	44
Maioli Dos Santos, Roger	Assistant Professor	60
Mennel, Barbara	Associate Professor	62
Page, Judith	Professor	72
Rudnytsky, Peter	Professor	82
Smith, Stephanie	Professor	86
Snodgrass, Christopher	Professor	87
Turim, Maureen	Professor	93
Wade, Sidney	Professor	95
Wegner, Philip	Professor	97

Geography

Lannon, Heidi	Adjunct Professor	56
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History

Caputo, Nina	Associate Professor	18
Curta, Florin	Professor	24
Esenwein, George	Associate Professor	31
Finkel, Stuart	Associate Professor	31
Freifeld, Alice	Associate Professor	32
Giles, Geoffrey	Emeritus	35
Goda, Norman	Professor	37
Harland-Jacobs, Jessica	Associate Professor	39
Hart, Mitchell	Professor	40
Hatch, Robert	Emeritus	41
Kroen, Sheryl	Associate Professor	54

Jewish Studies

Kugelmass, Jack	Professor	55
Kujundzic, Dragan	Professor	55

Languages, Literatures, and Cultures

Abend, Dror	Lecturer	2
Amberson, Deborah	Associate Professor	4
Antes, Theresa	Associate Professor	5
Balestriere, Gianfranco	Senior Lecturer	9
Blondeau, Helene	Associate Professor	11
Bloom, Rori	Associate Professor	11
Blum-Reid, Sylvie	Professor	12
Bullivant, Keith	Emeritus	15
Burak, Alexander	Associate Professor	16
Ciesco, Nathalie	Adjunct Lecturer	20
Colarossi, Alessia	Senior Lecturer	23
Difino, Sharon	Associate Professor	27
Futterknecht, Franz	Emeritus	33
Gay-Crosier, Raymond	Emeritus	34
Goodwin, James	Associate Professor	38
Gorham, Michael	Professor	38
Hasty, William	Professor	41
Hom, Amandine	Adjunct Lecturer	43
Kleespies, Ingrid	Associate Professor	50
Kligerman, Eric	Associate Professor	51
Murphy, Carol	Professor	65
Nunn, Sherrie	Senior Lecturer	68
Overstreet, Christina	Master Lecturer	71
Rennert, Hal	Emeritus	78
Renz, Tatiana	Adjunct Lecturer	79
Rylkova, Galina	Associate Professor	82
Seailles, Heloise	Lecturer	84
Sow, Alioune	Associate Professor	89
Watt, Mary	Associate Professor & Associate Dean	96

Weltman-Aron, Brigitte	Professor	97
Wladyka, Galina	Senior Lecturer	99
Zachman, Gayle	Associate Professor	101

Linguistics

Boxer, Diana	Professor	12
Cowles, Wind	Associate Professor	24
Gliesche, Jules	Lecturer	36

Philosophy

Auxter, Thomas	Associate Professor	8
Biro, John	Professor	10
D'Amico, Robert	Professor	25
Duncan, Stewart	Associate Professor	29
Ray, Gregory	Associate Professor	77
Rothschild, Nathan	Lecturer	81
Westmoreland, John Peter	Lecturer	98

Political Science

Anderson, Leslie	Professor	5
Arfi, Badredine	Professor	6
Austin, Sharon	Associate Professor	8
Bernhard, Michael	Eminent Scholar Chair	10
Brown, Leann	Associate Professor	14
Conley, Richard	Associate Professor	23
Hozic, Aida	Associate Professor	45
Klein, Steven	Assistant Professor	51
Moraski, Bryon	Associate Professor	63
Nolan, Richard	Senior Lecturer	67
O'Neill, Daniel	Associate Professor	69
Oren, Ido	Associate Professor	70
Selden, Zachary	Assistant Professor	84
Sohn, Patricia	Associate Professor	88
Thiele, Leslie	Distinguished Professor	92

Religion

Peterson, Anna	Professor	74
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Sociology and Criminology & Law

Ardelt, Monika	Professor	6
Gattone, Charles	Associate Professor	33
Koropecj-Kox, Tanya	Associate Professor	53

Spanish & Portuguese

Aaron, Jessica	Associate Professor	2
Alvarez-Castro, Luis	Professor	4
Armon, Shifra	Associate Professor	7
Braylan, Susana	Senior Lecturer	14
De Prada Perez, Ana	Assistant Professor	26
Dwyer-Navajas, Kathryn	Senior Lecturer	30
Ginway, Mary	Associate Professor	36
Lord Ward, Gillian	Professor	58

Moors, Ximena	Lecturer	63
Moreland, Gregory	Senior Lecturer	64
Perrone, Charles	Emeritus	74
Pharies, David	Professor & Associate Dean	75
Sorbille, Martin	Associate Professor	88
Sotelo, Clara	Senior Lecturer	89
Valdes Kroff, Jorge Rodrigo	Assistant Professor	93
Wooten, Jennifer	Senior Lecturer	100
College of Argicultural & Life Sciences		
Adams, Damian	Associate Professor	3
Agnelli, Sara	Research Assistant, One Health	3
Capua, Ilaria	Preeminent Professor, One Health	18
Harris, Victor William	Associate Professor	40
House, Lisa	Professor	44
Kauwell, Gail	Professor	49
Laughinghouse, Dail	Assistant Professor	56
Oli, Monika	Senior Lecturer	69
Place, Nick	Professor	76
Struve, Julianne	Research Assistant Professor	91
Van Sickle, John	Professor	94
College of the Arts		
Butler, Margaret	Associate Professor	17
Cabanas, Kaira	Associate Professor	17
Ciupe, Mihai	Associate Professor	21
Dos Santos, Silvio	Associate Professor	29
Holcombe, Anna Calluori	Professor	43
Hyde, Melissa	Professor	46
Jarvis, Mathew	Visiting Assistant Professor	46
Kesling, Willard Ray	Professor	49
Mueller, Robert	Associate Professor	64
Remshardt, Ralf	Associate Professor	78
Richards, Paul	Professor	79
Ross, Elizabeth	Associate Professor	81
Smith, Brenda	Associate Professor	86
Thomas, Jennifer	Associate Professor	92
Williams, Judith	Professor	98
College of Design, Construction, and Planning		
Clark, Nancy	Associate Professor	21
Gold, Martin	Associate Professor	37
Kibert, Charles	Professor	50
Kohen, Martha	Professor	52
Papajorgji, Juna	Adjunct Lecturer	72
Perez-Mendez, Alfonso	Professor	73
Silver, Christopher	Professor	85
Smith, Thomas Joseph	Lecturer	87
Stocco, Franca	Admin Director, VIA	90
Walters, Bradley	Associate Professor	96

College of Education

Coady, Maria	Associate Professor	22
Terzian, Sevan	Professor	91

College of Health & Human Performance

Kaplanidou, Kyriaki	Associate Professor	48
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College of Journalism

Freeman, John Glenn	Associate Professor	32
Leslie, Michael	Associate Professor	57
Ostroff, David	Professor	70
Roberts, Churchill	Professor	80

Levin College of Law

Baldwin, Fletcher	Emeritus	9
Brauner, Yariv	Professor	13
Germain, Claire	Professor	34
Hernandez-Truyol, Berta Esperanza	Professor	42
Lokken, Lawrence	Emeritus	58
Malavet, Pedro	Professor	60
McLendon, Timothy	Assitant in Law	61
Mills, Jon	Emeritus	62
Nagan, Winston	Professor	65
Powell, Stephen	Senior Lecturer	76
Wright, Danaya	Professor	100

Warrington College of Business Administration

Clarke, Linda	Lecturer	22
DiMatteo, Larry	Professor	27
Knechel, Robert	Professor	52
McGill, Gary	Professor	61
Naranjo, Andy	Professor	66
Phalin, Amanda	Lecturer	75

George A. Smathers Libraries

Arlen, Shelley	Associate Librarian	7
Daly, Meghan	Assistant Librarian	25
Disnmore, Chelsea	Associate Librarian	28
Huet, Hélène	Assistant Librarian	45
Jefferson, Rebecca	Head of Library of Judaica	47
Lindell, Ann	Associate Librarian	57
Madden, Emily	Senior Library Technical Assistant	59

Other

Das, Rajeeb	International Programs Evaluation & Assessment Specialist	26
Shoaf, Judith	Director, Language Learning Center	85

AMIE KREPPPEL

Department: Center for European Studies and Political Science

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of California, Los Angeles

Number of Theses Supervised: 7

Languages: 4

Yr. Of Appointment: 1998

Tenured: Yes

Position: **Director, Center for European Studies; Associate Professor, Political Science**

Courses Taught: EUS 3930, EUS 4210/CPO 4104, EUS

Proficiency (speaking, reading or writing): Italian (Fluent), French (Fluent), Spanish (Good), Polish (Fair)

Countries visited for research or teaching purposes: Almost all EU countries and Turkey, with extended visits to Italy, Belgium, France, Austria and the UK

Research/teaching specialization: Comparative politics with an emphasis on the political parties, party systems and legislatures of the European Union, individual countries of Europe and the American Congress, political methodology including statistical analysis, game theory, spatial modeling and rational choice

Other Positions & Titles:

Fulbright-Schuman European Union Studies Chair, 2015

Jean Monnet Chair, 2006-present

Co-Editor, Italian Political Science Review , Fall 2013-Spring 2018

Chair, European Union Studies Association, 2011-2013

Editor, European Union Studies Review, 2009-2011

Director, UF in Brussels summer program, 2003-present

Recent Publications & Presentations:

"Bicameralism and the balance of power in EU legislative politics" *Journal of Legislative Studies* , 2018

"Turkey and the EU's Diplomatic Stalemate" with Sinan Ciddi, *Foreign Affairs* , August 2017

"The Changing Character of EP Policy Influence - Understanding the changing inter-institutional dynamic" European Consortia for Political Science (ECPR), Standing Group on Parliaments Conference, 2017

"The Paternity of Policy in the European Union: Understanding the Agenda Setting Power of the Commission." at the European Parliament in the new Europe: Institutional power & policy influence? Kings College, May 2017

"Leading the Band or Just Playing the Tune? Reassessing the Agenda-Setting Powers of the European Commission" with Buket Oztas, *Comparative Political Science* . 2016

"Legislatures," in Daniele Caramani (ed.) *Comparative Politics, Revised 4th Edition* . Oxford University Press. 2016

Decision making in the EU before and after the Lisbon Treaty , Hosli, Madeliene, Amie Kreppel, Bela Plechanova and Amy Verdun (Eds.), Routledge Press, 2015

Italian Politics: Events and Interpretations, 2013 Edition , with Carlo Fusaro, Berghann Publishers. 2014

JESSICA AARON

Department: Spanish and Portuguese Studies

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: University of New Mexico

Number of Theses Supervised: 2

Languages: 11

Yr. Of Appointment: 2006

Tenured: Yes

Position: Associate Professor

Courses Taught: SPN 4822, SPN 4830, SPN 4930, SPN 6735

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Excellent), French (Good), Portuguese (Good), Italian (Good), Quiche' Maya (Fair), Greek (Fair), Hebrew (Fair), Japanese (Fair), Attic Greek (Fair), ASL (Poor)

Countries visited for research or teaching purposes: France, Greece, Mexico, Canada, UK

Research/teaching specialization: Spanish language and linguistics, Sociolinguistics, Language variation and change, Grammaticization, and Language contact

Language Pedagogy Background:

Specialization in Hispanic linguistics with 6+ years experience in language instruction

Ph.D. Fellowship (\$10,300) at the Latin American and Iberian Institute, University New Mexico

Recent Publications and Projects:

2016. "The road already traveled: Constructional analogy in lexico-syntactic change." *Studies in Language* 40:1.26-622015. "Lone English-origin nouns in Spanish: The precedence of community norms." *International Journal of Bilingualism* 19:4.459-4802014. "A certain future: Epistemicity, prediction, and assertion in Iberian Spanish future expression." *Studies in Hispanic and Lusophone Linguistics* 7:2.215-240**DROR ABEND**

Department(s): Languages, Literatures, and Cultures

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D. (or final degree): New York University

Number of Theses Supervised: 1 Undergraduate

Languages: 4

Countries visited for research or teaching purposes: US, Canada, Mexico, Ireland, UK, Holand, Germany, Turkey, Cyprus, Israel.

Research/teaching specialization: Theory of Translation, AVT, Literature, Hebrew, Yiddish, Jewish Studies, Cultural Studies, Media.

Language Pedagogy Background:

15+ years of language instruction.

Yr. Of Appointment: 2012

Tenured: No

Position: Lecturer

Courses Taught: ANT 4930, HBR 4930, JTS 4936,

Proficiency (speaking, reading or writing): Fluent in English,

Recent Publications:

"Divorce Already?! Should Israelis Read the Tanakh (Bibole) in Translation?" In *The Palgrave Handbook of Literary Translation* (2017)*Media and Translation: An Interdisciplinary Approach*. Boomsbury Academic (2016)"The Disintegration of the Box: Narrativity, Performance, and Translation in Television Commercials" In *Advertising and Reality: A global look on Life in Commercials*. London: Continuum 29-39. (20120

DAMIAN ADAMS

Department: Food and Resource Economics

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: University of Florida

Number of Theses Supervised: 13

Languages: 1

Countries visited for research or teaching purposes: UK

Research/teaching specialization: Natural resource economics and policy, with emphasis on invasive species, carbon sequestration, and water resources. In these contexts, I focus on evaluating the economic value of ecosystem goods and services using preference-based valuation, bioeconomic modeling, and legal analysis of natural resource policy and law

Year of appointment: 2011

Tenured: Yes

Position: Associate Professor

Courses Taught: AEB 3450, FNR 4660, FOR 6934, FOR 4905

Proficiency (speaking, reading or writing): English (Excellent), French (Excellent)

Recent Publications and Projects:

Prior, K.M.*, Adams, D.C., Klepzig, K.D., and Hulcr, J. When does invasive species removal lead to ecological recovery? Implications for management success. *Biological Invasions* (forthcoming).

Susaeta A.*, Adams, D.C., and Gonzalez-Benecke, C. 2017. Economic vulnerability of southern US slash pine forests to climate change. *Journal of Forest Economics* 28: 18-32.

Kreye, M.*, Pienaar, E., Soto, J.*, and Adams, D.C. 2017. Creating Voluntary Payment Programs: Effective Program Design and Ranchers' Willingness to Conserve Florida Panther Habitat. *Land Economics* 93(3): 459-480.

SARA AGNELLI

Department: Classics, LLC, One Health

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Florida

Number of Theses Supervised: 1

Languages: 2

Countries visited for research or teaching purposes: Italy, UK

Research/teaching specialization: History of Science; Classical Reception

Yr. Of Appointment: 2016

Tenured: N/A

Position: Lecturer

Courses Taught: CLA 3930; ITA 1130; ITT 3930

Proficiency (speaking, reading or writing): Italian (Native); English (Fluent)

Recent Publications: N/A

LUIS ALVAREZ-CASTRO

Department: Spanish and Portuguese Studies
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: Ohio State University
 Number of Theses Supervised: 15

Yr. Of Appointment: 2011

Tenured: Yes

Position: Professor

Courses Taught: SPW 3101, SPW 4532, SPW 6269, SPW 6902, SPW 6905, SPW 6910, SPW 6934, and SPW 6945

Languages: 5

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Excellent), Portuguese (Good), French (Good), Italian (Good)

Countries visited for research or teaching purposes: Spain, France, Portugal, UK

Research/teaching specialization: 19th-Century Spanish Literature (with concentration on Spanish thinker and writer Miguel de Unamuno), Methodology

Language Pedagogy Background:

Humanities Scholarship Enhancement Grant, College of Liberal Arts and Sciences, University of Florida (2017). Project: an annotated edition of Lopez Bago's *Carne importada* . (1891).

Recent Publications:

"Angel Ganivet ante la critica: El suicidio del escritor como negacion de la muerte del autor". *Revista Canadiense de Estudios Hispánicos*. Forthcoming

"La estirpe de Augusto Perez: Variaciones del personaje autonomo en la narrativa vanguardista espanola". *Cuadernos de la Catedra Miguel de Unamuno* . 2016

Los espejos del yo: Existencialismo y mtaficcion en la narrativa de Unamuno. Salamanca: Ediciones Universidad de Salamanca. 2015

DEBORAH AMBERSON

Department: Languages, Literatures and Cultures
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: Univ. of Pennsylvania
 Number of Theses Supervised: None

Yr. Of Appointment: 2005

Tenured: Yes

Position: Associate Professor

Courses Taught: ITT 3564, ITT 4905, ITT 3521, ITT 3540, ITT 3541, ITT 3700, ITW 3101, ITW 4026C, ITW 4526, AND JST 3930,

Languages: 6

Proficiency (speaking, reading or writing): English (Excellent), Italian (Excellent), French (Good), Irish-Gaelic (Good), German (Poor), Spanish (Poor)

Countries visited for research or teaching purposes: Italy, Ireland

Research/teaching specialization: Twentieth-Century Italian Novel, Italian Cinema and Film Theory, Italian Neorealism (cinema and poetry), Literary Theory and Philosophy, Detective Fiction

Recent Publications:

"Zeno's Dissonany Violin: Italo Svevo, Judaism, and Western Art Music." *Italian Studies* . 2016

Thinking Italian Animals: Human and Posthuman in Modern Literature and Film . Co-ed. with Elena Past, Palgrave McMillan. 2014

Giraffes in the Garden of Italian Literature: Modernist Embodiment in Italo Svevo, Federigo Tozzi, and Carlo Emilio Gadda . Legenda: Oxford. 2012

LESLIE ANDERSON

Department: Political Science

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: University of Michigan

Yr. Of Appointment: 1995

Tenured: Yes

Position: Professor

Number of Theses Supervised: 29

Languages: 4

Courses Taught: POS 6736

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Excellent), French (Good), Swedish (Poor)

Countries visited for research or teaching purposes: Spain, France

Research/teaching specialization: Democratic development in different historical contexts

Recent Publications and Projects:

"Electoral Competition and Democratic Decline in Nicaragua: Uncovering an Electorally Viable Platform for the Right," with Larry C. Dodd and Won-ho Park, forthcoming, Democratization, 2017.

"International Contributions to Nicaraguan Democracy: The Role of Foreign Municipal Donations for Social Development," with Won-ho Park, Foreign Policy Analysis, April, 2016: doi: 10.1093/fpa/orw047

Democratization by Institutions: Argentina's Transition Years in Comparative Perspective, (University of Michigan Press, 2016)

THERESA ANTES

Department: Languages, Literatures and Cultures

Percentage of time devoted to Europe: 95%

Institution granting your Ph.D.: Cornell University

Number of Theses Supervised: 17 (10 Masters, 7 PhD)

Yr. Of Appointment: 2000

Tenured: Yes

Position: Associate Professor

Languages: 3

Courses Taught: FOL 6943, FRE 3300, FRE 3320, FRE 3780L, FRE 4850, FRE 4905, FRE 4930, FRE 6855, FRE 6856, FRW 6971, LIN 4721, LIN 6720.

Proficiency (speaking, reading or writing): English (Excellent), French (Excellent), Spanish (Fair)

Countries visited for research or teaching purposes: UK, France, Belgium

Research/teaching specialization: Second language acquisition, Second language methodology, French linguistics, Reading in a second language, Technology in language teaching

Language Pedagogy Background:

PhD, Cornell University, concentration in SLA and language pedagogy

Director, French Language Program. Responsible for staffing and coordinating French basic program (first four semesters) and supervising Graduate Teaching Assistants and adjunct faculty

Recent Publications:

Antes, Theresa A. "Audio Glosses as a Participant in L2 Dialogues: Evidence of Mediation and Microgenesis during Information-Gap Activities." Language and Sociocultural Theory, Vol 4(2) (2017), 101-123.

Antes, Theresa A. "French Interrogatives: A New Pedagogical Norm for the 21st Century." Foreign Language Annals, Vol 49(3) (2016), 596-614.

Antes, Theresa A. "Audio Glossing during Information-Gap Activities: The Effect on Learner Output." System, Vol. 45 (2014), 163-174.

MONIKA ARDELT

Department: Sociology and Criminology & Law
 Percentage of time devoted to Europe: 25%
 Institution granting your Ph.D.: U. of North Carolina
 Number of thesis Supervised: None
 Languages: 2

Yr. Of Appointment: 1994

Tenured: Yes

Position: Professor

Courses taught: SYP 4730

Proficiency (speaking, reading or writing): German
 (Excellent), English (Excellent)

Countries visited for research purposes: Germany, Great Britain, Canada

Research and teaching specialization: Aging and the life course, Adult human development, Death and dying, Social psychology, Methods

Recent Publications and Projects:

"Development of a 12-item abbreviated Three-Dimensional Wisdom Scale (3D-WS-12): Item selection and psychometric properties". *Assessment*. 2017

"Wisdom and hard times: The ameliorating effect of wisdom on the negative association between adverse life events and well-being". *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*. 2016

"Disentangling the relations between wisdom and different types of well-being in old age: Findings from a 00 short-term longitudinal study". *Journal of Happiness Studies*. 2016

BADREDINE ARFI

Department: Political Science
 Percentage of time devoted to Europe: 50%
 Institution granting your Ph.D.: University of Illinois at Urbana-Champaign
 Number of Theses Supervised: 0
 Languages: 2

Yr. Of Appointment: 2005

Tenured: Yes

Position: Professor

Courses Taught: INR 3502, INR 6337, and POS 6933

Proficiency (speaking, reading or writing): English
 (Excellent), French (Excellent)

Countries visited for research or teaching purposes: UK

Research/teaching specialization: Theories of international relations, political theory, theory of democracy, discourse theory, deconstruction, Lacan's psychoanalytical theory and social theory, inter-ethnic relations, Islam and politics, game theory, and fuzzy logic methodologies.

Recent Publications:

"Causality in Social Theory via Linguistic Fuzzy Logic," *Quality & Quantity: International Journal of Methodology* 47:2 (2012): 853-80.

Re-Thinking International Relations Theory via Deconstruction (2012). Routledge Interventions Series.

"Reconfiguring the (Lacanian) Real: 'Saying the Real (as Khôra — χώρα) qua the impossible-possible event,'" *Philosophy and Social Criticism* 38:8 (2012): 793-819.

SHELLEY ARLEN

Department: George A. Smathers Libraries
 Percentage of time devoted to Europe: 35%

Yr. Of Appointment: 1994
 Tenured: Yes
 Position: Associate University Librarian, U.S. and British
 History Specialist

Institution granting your Ph.D. (or final degree): University of Oklahoma

Number of Theses Supervised: N/A
 Languages: 1

Courses Taught: N/A
 Proficiency (speaking, reading or writing): Spanish (Basic-Intermediate)

Countries visited for research or teaching purposes: UK

Research/teaching specialization: Advanced Library/Archival/Online Research Skills, with an emphasis on Primary Documents.

Recent Publications:

"Gilbert Murray and the 20th Century Reception of *The Trojan Women*" (*in progress*)

"Historical Thinking: Primary Documents, Critical Thinking, and Undergraduate Students." (submitted to *Journal of Academic Librarianship*)

"Producing Tutorials with Digital Professionals: Primary Sources, Pirates, and Partners." with Missy Clapp and Cindy Craig, *Journal of Library Innovation*, 2015

SHIFRA ARMON

Department: Spanish and Portuguese Studies
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: Johns Hopkins University

Yr. Of Appointment: 1995
 Tenured: Yes
 Position: Associate Professor

Number of Theses Supervised: 20

Courses Taught: EUS 4905, SPW 3100, SPW 4604, SPW 4930, SPW 6216, SPW 6606, SPW 6902, SPW 6905, SPW 7979, SPW 7980

Languages: 6

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Excellent), French (Excellent), Hebrew (Good), Italian (Good), Latin (Poor)

Countries visited for research or teaching purposes: Spain, Hungary

Research/teaching specialization: History of Courtesy in Spain, Women Novelists of Early Modern Spain, History/historiography of Spanish prose fiction, Comedy

Recent Publications:

"The Spectacles of War in Cervantes's *La Numancia*". *Bulletin of the Comediantes*. 2017

"Masculine Virtue in Early Modern Spain. *Ashgate Publishing*. 2015

"Twisting the Trope: Refiguring the Work of Wedlock in Baroque Spanish Women's Writing". *Perspectives on Early Modern Women in Iberia and the Americas: Studies in Law, Society, Art, and Literature in Honor of Anne J. Cruz*. 2015

SHARON AUSTIN

Department(s): Political Science; Center for African American Studies

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D. (or final degree): University of Tennessee, Knoxville

Number of Theses Supervised:

Languages:

Yr. Of Appointment: 2001

Tenured: Yes

Position: Associate Professor

Courses Taught: AFA 4905

Proficiency (speaking, reading or writing):

Countries visited for research or teaching purposes:

Research/teaching specialization: American Government; Urban Politics; African American Politics

Recent Publications & Activities:

Faculty Director, UF in Paris, African Americans in Paris

The Caribbeanization of Black Politics: Race, Group Consciousness, and Political Participation in America . State

"The Effects of Concentrated Poverty on Black and White Political Participation in the Southern Black Belt." with Sekou Franklin and Angela Lewis, *National Political Science Review* . 2013

THOMAS AUXTER

Department(s): Department of Philosophy

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D. (or final degree): Bryn Mawr College

Number of Theses Supervised:

Languages:

Yr. Of Appointment: 1973

Tenured: Yes

Position: Associate Professor

Courses Taught: PHH 4930; PHP 3786

Proficiency (speaking, reading or writing):

Countries visited for research or teaching purposes:

Research/teaching specialization: modern philosophy, ethics

Recent Publications:

"Collective Bargaining and Labor Representation for Higher Education in a 'Right to Work' Environment." *Journal of Collective Bargaining in the Academy*. 2016

"Performance Funding for Higher Education: The Hidden Costs and Consequences." *Thought and Action: The NEA Higher Education Journal*. 2015

"Radical Transformations in Higher Education: Where Do We Go From Here?" *Thought and Action: The NEA Higher Education Journal* . 2010

FLETCHER N. BALDWIN, JR

Department(s): Levin College of Law

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D. (or final degree): Yale University

Number of Theses Supervised:

Yr. Of Appointment: 1968

Tenured: Yes

Position: Emeritus Professor

Courses Taught: LAW 6930

Languages: 1

Proficiency (speaking, reading or writing): English

Countries visited for research or teaching purposes: None

Research/teaching specialization: International law, comparative constitutional law, political and civil rights, criminal procedure, international finance crimes.

Recent Publications:

“The Regulations of the Financing of Terrorism,” in Research Handbook on International Financial Crime (Barry Rider, ed., Edward Elgar Publishing, 2015)

Mission Creep in National Security Law” (with Daniel Ryan), 114 W. Va. L. Rev. 669 (2012)

The Rule of Law, Human Rights and Proportionality as Components of the War Against Terrorism: Is the USA Judiciary in Self-Imposed Exile?, 7 J. Money Laundering Control 218 (2004)

GIANFRANCO BALESTRIERE

Department: Languages, Literatures and Cultures

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D. (or final degree): Indiana University

Number of Theses Supervised: N/A

Yr. Of Appointment: 1988

Tenured: N/A

Position: Senior Lecturer

Courses Taught: ITA 2220, ITA 2221, ITA 3500, ITA 4905, ITW 3310

Languages: 6

Proficiency (speaking, reading or writing): Italian (Excellent), English (Excellent), Spanish (Good), French (Good), Portuguese (Good), Romanian (Good)

Countries visited for research or teaching purposes: Italy

Research/teaching specialization: Italian Language and Contemporary Culture

Recent Publications:

Information not provided

MICHAEL BERNHARD

Department: Political Science

Percentage of time devoted to Europe : 100%

Institution granting your Ph.D.: Columbia University

Number of Theses Supervised: 50 (17 as chair)

Languages: 5

Yr. Of Appointment: 2009

Tenured: Yes

Position: Raymond and Miriam Ehrlich Eminent Scholar Chair

Courses Taught: CPO 6732, POS 6933,

Proficiency (speaking, reading or writing): English (Excellent), German (Excellent), Polish (Good), Spanish (Fair), Russian (Fair)

Countries visited for research or teaching purposes: Poland, UK, Germany, Turkey

Research/teaching specialization: Democratization, Development, Comparative historical analysis, and European politics, The role of civil society in processes of democratization, The political economy of democratic survival, The politics and ramifications of institutional choice in new democracies, and Paths from dictatorship to democracy in late-democratizing European countries.

Recent Publications:

"When and Where do Elections Matter? A Global Test of the Democratization by Elections Hypothesis, 1900-2010". *Democratization*. Forthcoming (co-authored with Amanda Edgell, Valeria Mechkova, David Altman, and Staffan Lindberg.

"Democratization in Conflict Studies: How Conceptualization affects Operationalization and Testing Outcomes". *International Interactions*. Forthcoming. (Co-authored by Omer Faruk Orsun and Resat Bayer.

"Making Embedded Knowledge Transparent: How the V-Dem Dataset Opens New Vistas in Civil Society Research". *Perspectives in Politics*. 2017. (Co-authored with Dong-Joon Jung, Eitan Tzelgov, Michael Coppedge, and Staffan I. Lindberg.

JOHN BIRO

Department: Philosophy

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: Syracuse University

Number of Theses Supervised: 6

Languages: 1

Yr. Of Appointment: 1989

Tenured: Yes

Position: Professor

Courses Taught: PHH 3400, PHH 5405,

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: UK, Hungary, Slovenia, Czech Republic, Spain, Finland

Research/teaching specialization: History of modern philosophy (esp. Spinoza, Hume, Kant), Philosophy of language, Philosophy of mind

Recent Publications:

"Co-location and separability". *Philosophical Inquiries*. 2016

"Argument and context". *Cogency*. 2015

"Clocks, evidence, and the 'truthmaker solution'." *Acta Analytica*. 2014

HELENE BLONDEAU

Department: Languages, Literatures and Cultures

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: Université de Montréal

Number of Theses Supervised: 33

Languages: 3

Yr. Of Appointment: 2004

Tenured: Yes

Position: Associate Professor

Courses Taught: FRE 3320, FRE 3780L, FRE 3401, FRE 4780, FRE 4822, FRE 4906, FRE 4930, FRE 6735, FRE 6785, FRW 7979, FRE 6827

Proficiency (speaking, reading or writing): English (Excellent), French (Excellent), German (Good)

Countries visited for research or teaching purposes: France, Belgium, Switzerland, Ireland, Spain, Germany, UK, Canada

Research/teaching specialization: Sociolinguistics of French, Variation and change in spoken French, Language contact, Bilingualism

Language Pedagogy Background:

Quebec Studies Program, MRI, Quebec Government: Development of a new course *Varieties in North: The Quebec Situation* Funded by the *Quebec Studies Program* 2008-2009, course offered in 2010.

Recent Publications and Projects:

"Quebec French in Florida: Francophone Language Practices on the road". *Journal of Transnational American Studies*. 2017"Longitudinal Studies in Sociolinguistics and SLA: Bridging Two Parallel Routes in Buchstaller, I. and Evans-Wagner S.E.". *Using panel data in the sociolinguistic study of variation and change*. 2017"Emerging francophone language practices in a global Montreal: A case study of speakers of latin American descent". *Quebec Studies*. 2016**RORI BLOOM**

Department: Languages, Literatures and Cultures

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: New York University

Number of Theses Supervised: None

Languages: 2

Yr. Of Appointment: 2001

Tenured: Yes

Position: Associate Professor

Courses Taught: FRE 3300, FRE 3500, FRT 3004, FRW 3100, FRW 4273, FRW 6276,

Proficiency (speaking, reading or writing): English (Excellent), French (Excellent)

Countries visited for research or teaching purposes: France

Research/teaching specialization: Molière, Tragedy, Préciosité, Diderot, Theater, The idea of the Orient, Balzac, Contes et Nouvelles, Text and image in poetry and prose, Proust

Recent Publications:

"Miniature Marvelous : The Petit as Personal Aesthetic in the Fairy-Tales of Marie-Catherine d'Aulnoy, " *Journal of Marvels and Tales* 20:2 (Fall 2015):209-227"Rewriting the Family Romance: Prostitution and Revolution in Restif de la Bretonne's *Le Palais Royal*," *Studies in Eighteenth-Century Culture* 43 (2014): 153-168."Du plaisir dans ma solitude: Finding Pleasure in the Prisons of Manon Lescaut" in Grelé, Denis and Michael Mulryan, eds. *Caught Between Fact and Fiction: Eighteenth-Century Escape Tales*. Bucknell University Press. Forthcoming.

SYLVIE BLUM-REID

Department: Languages, Literatures and Cultures
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: University of Iowa
 Number of Theses Supervised: PhD:2 Masters:6

Languages: 4

Yr. Of Appointment: 1995

Tenured: Yes

Position: Professor

Courses Taught: ENG 4134, ENG 4135, FRE 3300, FRE 3320, FRT 3520, WST 4930

Proficiency (speaking, reading or writing): English (Excellent), French (Excellent), Spanish (Good), German (Fair)

Countries visited for research or teaching purposes: France, Belgium, Czech Republic, Germany, Italy, Vietnam, Great Britain

Research/Teaching Specialization: Travel narratives in French Cinema, Women & Film, Music & Film and Literature; fashion history and theory, Translation

Recent Publications:

"Vagabondage from Budapest to Florida - Jim Jarmusch's *Stranger than Paradise*". Les Variations Jarmusch. 2017

Traveling in French Cinema. Palgrave MacMillan. 2016

"La part du chiffre dans La Troisième Fille". *L'Harmattan*. 2015

DIANA BOXER

Department: Linguistics
 Percentage of time devoted to Europe: 25%
 Institution granting your Ph.D.: University of Pennsylvania
 Number of Theses Supervised: 50+

Languages: 5

Yr. Of Appointment: 1992

Tenured: Yes

Position: Professor

Courses Taught: LIN 7725, LIN 6084, LIN 6971, LIN 4600/6601, LIN 4720/6721, LIN 4930/6932, LIN 7641, LIN 7785, TSL 6731

Proficiency (speaking, reading or writing): English and Spanish, excellent; French, good; Hebrew, fair; Yiddish (passive knowledge)

Countries visited for research or teaching purposes: Spain, Hungary, France, Germany, Sweden, Northern Ireland, Belgium, the Netherlands, Finland, Italy, Ireland, Czech Republic, Austria

Research/teaching specialization: Second language acquisition, TESL, Cross-cultural variation in language use, Ethnography of speaking, Language and Gender

Recent Publications:

Family Conflict Across Cultures. Special guest editor of the Journal of Language Aggression and Conflict, (co-edited with Maria Elena Placencia, University of London), to appear in 2018

Discourse, Politics and Women as Global Leaders, (co-edited with John Wilson). Amsterdam: John Benjamins. 2015

The Lost Art of the Good Schmoosze: Building Rapport and Defusing Conflict in Everyday Talk. (2011). Praeger Publications.

ELENI BOZIA

Department: Classics and Digital Worlds Institute
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph. D: University of Florida
 Number of Theses Supervised: 0
 Languages: 6

Yr. Of Appointment: 2010

Tenured: No

Position: Assistant Professor

Courses Taught: CLA 3114, GRK 1130, GRW 4930
 Proficiency (speaking, reading or writing): English
 (Excellent), Greek (Excellent), French (Excellent), German
 (Fair), Ancient Greek (Good), Latin (Good)

Countries visited for research or teaching purposes: Greece, Italy

Research/teaching specialization: Imperial Greek and Latin Literature; Ethnicity and National Identity; Early Christian
 Apologists; Literary and Cultural Theory; Digital Humanities

Recent Publications and Projects:

A. Barmpoutis, E. Bozia. "Interactive 3D digitization, retrieval, and analysis of ancient sculptors, using infrared depth
 sensors for mobile devices", Proceedings of the 17th International Conference on Human-Computer Interaction
 (forthcoming)

E. Bozia. "Quantifying Atticism: Dionysius of Halicarnassus via Treebank annotation and Stylometry." (Submitted in
 Mouseion)

E. Bozia. "Open-Access Epigraphy: The Issues of Partnering Traditional with Digital." (Submitted in Epigraphica)

YARIV BRAUNER

Department: College of Law
 Percentage of time devoted to Europe: 25%
 Institution granting your LL.M.: New York University
 Number of Theses Supervised: N/A
 Languages: 2

Yr. Of Appointment: 2006

Tenured: Yes

Position: Professor

Courses Taught: LAW 7931
 Proficiency (speaking, reading or writing): English
 (Excellent), Hebrew (Excellent)

Countries visited for research or teaching purposes: Israel, France, Austria, Italy, Belgium, Switzerland

Research/teaching specialization: international taxation, cross-border mergers, tax issues and international organizations

Recent Publications:

"Treaties in the Aftermath of BEPS". *International Law Review*. 2016

"U.S. Report" in Lang et. AL., Ed., Tax Treaties and BITs. *Linde*. 2016

"Tax Treaty Disputes in the United States". *Cambridge University Press*. 2016

SUSANA BRAYLAN

Department: Spanish and Portuguese Studies
 Percentage of time devoted to Europe: 100%
 Institution granting your M.A.: University of Florida
 Number of Theses Supervised: N/A

Languages: 2

Yr. Of Appointment: 2000

Tenured: N/A

Position: Senior Lecturer

Courses Taught: SPN 2340, SPN 3350, SPN 3451, SPN 4905

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Excellent)

Countries visited for research or teaching purposes: Spain

Research/teaching specialization: Spanish Language

Recent Activities and Publications:

Coordinator, Bilingual Program, Spanish and Portuguese

Director, UF in Valencia, 2014-15

LEANN BROWN

Department: Political Science
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: Univ. of South Carolina
 Number of Theses Supervised: 22

Languages: 2

Yr. Of Appointment: 1990

Tenured: Yes

Position: Associate Professor

Courses Taught: INR 3034, INR 4035, INR 4350, INR 6039, INR 6507, POS 6933

Proficiency (speaking, reading or writing): English (Excellent), French (Good)

Countries visited for research or teaching purposes: Belgium, UK, Denmark, The Netherlands, Poland, Russia

Research/teaching specialization: International relations, International political economy, European Union, International environmental relations, Comparative regionalism, Organizational learning, Science and international relations, Globalization

Recent Publications:

Organizational Learning in the Global Context . Co-edited with Michael Kenney and Micahel Zarkin. Routledge. 2006

"Scientific Uncertainty and Scientists in EU Policy Processes: Bovine Hormones and BSE," in *Science and Politics in the International Environment* , Harrison N. E. and G. C. Bryner eds. (2003), Lanham, MD: Rowman & Littlefield.

"The ECOWAS: From Regional Economic Organization to Regional Peacekeeper," in *Comparative Regional Integration: Theoretical Perspectives*, Laursen F. ed. (2002) Ashgate Publishers. (co-author: Dennis P. M.)

MARSHA BRYANT

Department: English

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Illinois, Urbana-Champaign

Number of Theses Supervised: 11

Languages: 2

Yr. Of Appointment: 1989

Tenured: Yes

Position: Professor and Distinguished Teaching Scholar

Courses Taught: ARC2303, ENL 3154, ENL 6276

Proficiency (speaking, reading or writing): English
(Excellent), French (Poor)

Countries visited for research or teaching purposes: UK, Canada

Research/teaching specialization: 20th Century British and American poetry, Women's poetry, Literature and Visual Culture

Recent Publications:

"Gentry Modernism: Cultural Connoisseurship and Midcentury Masculinity, 1951-1957". *Popular Modernism and its Legacies: From Pop Literature to Video Games*. 2017"Crisis Modes: Ancient Egyptian Forms and Modern Women Poets". *Mezzo Cammin*. 2017"Sitwell Beyond the Semiotic" *University Press of Florida*. 2016**KEITH BULLIVANT**

Department: Languages, Literatures and Cultures

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: Birmingham University

Number of Theses Supervised: 10+

Languages: 3

Yr. Of Appointment: 1989

Tenured: Yes

Position: Professor Emeritus

Courses Taught: GEW 6558, GEW 6725, GER 4850, GER 4956, GER 6505, GEW 6535, GEW 6558

Proficiency (speaking, reading or writing): English
(Excellent), German (Excellent), Russian (Good)

Countries visited for research or teaching purposes: Germany, UK, India

Research/teaching specialization: German literature, Realism, Literary Criticism

Recent Publications and Activities:

"Im Spannungsfeld zwischen Literaturtheorie und Literaturbetrieb: Zur Singularität des deutschen Romans," *Literatur für Leser* 36 (2012)."Uwe Timm und der Humor," *Literatur für Leser* 34:3 (2011): 169-78.

Co-Editor of "Literatur für Leser".

ALEXANDER BURAK

Department: Languages, Literatures and Cultures

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: Moscow State University

Yr. Of Appointment: 2000

Tenured: N/A

Position: Associate Professor

Number of thesis Supervised: 3

Languages: 4

Courses taught: RUS 1130, RUS 1131, RUS 3400, RUS 4000, RUS 4300, RUS 4503, RUS 4930, RUT 3443.

Proficiency: Russian (Excellent), Ukrainian (Excellent), English (Excellent), Italian (Good)

Countries visited for research purposes: UK, Russian Federation

Research and teaching specialization: Applied linguistics, Russian as a foreign language, Cross-cultural studies, Translation, Lexicography, Sociolinguistics

Language Pedagogy Background:

Graduate degree from the Translation and Interpreting Department of the Moscow Linguistics University. Active

Recent Publications:

"Still' or 'Yet' in Chekhov's 'Steppe'? What kind of English does Chekhov Speak?" *Idylwild, CA: Charles Schlacks, Jr. Publisher*. 2017"Assessing Translation Quality" *The New Philological Bulletin*. 2017"Media and Translation: An Interdisciplinary Approach". *A Journal of Translation and World Literature*. 2017**RICHARD BURT**

Department: English

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: U.C. Berkeley

Number of Theses Supervised: None

Languages: 1

Yr. Of Appointment: 2003

Tenured: Yes

Position: Professor

Courses Taught: ENG 4133, ENL 3154, LIT 4930,

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: UK, Germany

Research/teaching specialization: Literary theory, Erotics of pedagogy, Censorship, Shakespeare

Recent Publications:

"Reading Madness in the Archive: Shakespeare's Unread Letters". *Borrowers and Lenders*. 2017"What is Called Thinking with Shakespeare and Walter Benjamin? Managing De/Kon/struction, Toying with Letters in The Lego Movie" *Journal of Early Modern Cultural Studies*. 2016"Hamlet's Hauntography: Film Philology, Textual Faux-pas, and Facsimiles," *A Companion to Literature, Film, and Adaptation* (2012): 216-40.

MARGARET BUTLER

Department: School of Music

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: Ohio State University

Number of Theses Supervised: 1

Languages: 4

Yr. Of Appointment: 2007

Tenured: No

Position: Associate Professor

Courses Taught: MUH 6673, MUH 3212, MUS 4905, MUS 7980, MUH 6672, MUL 4662

Proficiency (speaking, reading or writing): English (Excellent), Italian (Excellent), French (Good), German (Good)

Countries visited for research or teaching purposes: Germany, Italy, Spain

Research/teaching specialization: 18th-century opera, American musical theater

Recent Publications and Activities:

“A History of Musical Theater,” for open-access, college-level theater appreciation textbook, Theatrical 0Worlds, ed. Charlie Mitchell (Gainesville, FL: University Press of Florida, in press).

“Gluck’s *Alceste* in Bologna: Production and Performance at the Teatro Comunale, 1778,” *Journal of the American Musicological Society* 65/3 (fall 2012): 727-776.

“Time Management at Turin’s Teatro Regio: Galuppi’s *La clemenza di Tito* and Its Alterations, 1759,” *Early Music* 40/2 (May 2012): 279-289. DOI: 10.1093/em/CAS039.

KAIRA CABANAS

Department: Art and Art History

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D. (or final degree): Princeton University

Number of Theses Supervised:

Languages:

Yr. Of Appointment: 2015

Tenured: Yes

Position: Associate Professor

Courses Taught: ARH 4453, ARH 4471, ARH 6481, ARH 6916, ARH 6496, ARH 6917

Proficiency (speaking, reading or writing):

Countries visited for research or teaching purposes:

Research/teaching specialization: Modern and Contemporary Art of the Americas and Europe

Recent Publications:

Learning from Madness: Brazilian Modernism and Global Contemporary Art. Chicago: University of Chicago Press, expected 2018.

Jacques Derrida, Artaud the MoMA (ed. and afterword), trans. Peggy Kamuf. New York: Columbia University Press, 2017.

Laercio Redondo: Intimacies / Proximidades (ed. and intro). Rio de Janeiro: Museu de Arte Moderna do Rio de Janeiro; Berlin: The Green Box, 2016.

ILARIA CAPUA

Department: One Health

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: University of Pisa

Number of Theses Supervised:

Languages: 3

Yr. Of Appointment: 2016

Tenured:

Position: Preeminent Professor

Courses Taught:

Proficiency (speaking, reading or writing): English (Fluent), Italian (Fluent), German (Basic)

Countries visited for research or teaching purposes: animal health; zoonotic diseases;

Research/teaching specialization: animal health; zoonotic diseases;

Recent Publications and Projects:

Director, UF One Health Center of Excellence for Research and Training, UF

Former Member of the Italian Parliament

"Why should influenza be a public health priority." with A. Osterhaus, W. Abdullah Brooks, E. Broberg, and C. Raina MacIntyre, *Vaccine*, 2015

"Preparing and Responding to Influenza and Other Cross-border Threats and What is Expected from ECDC in the Next Ten Years." Keynote Lecture at the European Center for Disease Control. 2015

NINA CAPUTO

Department: History

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: U. C. Berkeley

Number of Theses Supervised: 7 - MA; 3- PHD

Languages: 5

Yr. Of Appointment: 2003

Tenured: No

Position: Associate Professor

Courses Taught: JST 3930, HIS 3931, REL 4936, REL 3938, WOH 3285, WOH 3286, EUH 2001, EUH 4930, EUH 3931, EUH 3931, EUH 5934, EUH 5934

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Excellent), Hebrew (Excellent), French (Excellent), Latin (Excellent)

Countries visited for research or teaching purposes: UK, Italy, France

Research/teaching specialization: Jewish history, Religious minorities, European history, Medieval and Medieval Jewish History

Recent Publications and Projects:

Debating Truth: The Barcelona Disputation of 1263, A Graphic History. Illustrated by Liz Clarke. Oxford, 2017"Sons of God, Daughters of Man, and the Formation of Human Society in Nahmanides' Exegesis." in *Exegesis and Religious Difference: Essays on Commentary, Conflict, and Community in the Medieval Mediterranean*. ed. Eyan Szpiech, Fordham University Press. 2015

Oxford Seminar on Advanced Jewish Studies: "On the Word of a Jew: Oaths, Testimonies, and the Nature of Trust," co-organizer and co-director with Mitchell Hart (October 2013-March 2014).

JOHN CECH

Department: English
 Percentage of time devoted to Europe: 25%
 Institution granting your Ph.D.: University of Connecticut
 Number of thesis Supervised: 33
 Languages: 4

Yr. Of Appointment: 1977
 Tenured: Yes
 Position: Professor
 Courses taught: LIT 4930, LIT 4933
 Proficiency (speaking, reading or writing): English
 (Excellent), German (Good), French (Poor), Russian (Poor)

Countries visited for research purposes: UK, Germany, France, Denmark, Italy, Switzerland, Norway

Research and teaching specialization: Children's and adolescent literatures and cultures

Recent Publications and Activities:

Director, Center for Children's Literature, The University of Florida.

The Nutcracker. A revisioned version of the E. T. A. Hoffmann story . Illustrated by Eric Puybaret, New York: Sterling Publishing, 2009. Paperback edition, 2016.

Aesop's Fables. A retelling of forty-five fables with an historical note. Illustrated by Martin Jarrie. New York: Sterling Publishing, 2009. Paperback edition, 2016.

The Twelve Dancing Princesses. A retelling of the Grimms' tale with an historical note. Illustrated by Lucy Corvino. New York: Sterling Publishing, 2009. Paperback edition, 2015

ALIN CIOBANU

Department: Center for European Studies & Sociology and
 Criminology & Law

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Illinois at Urbana-Champaign

Number of Theses Supervised: 14

Languages: 4

Yr. Of Appointment: 2004

Tenured: Yes

Position: Associate Professor

Courses Taught: SYA 4930, SYA 7933, EUS 4930, SYO
 4300, EUS 4930/SYD 4701, EUS 4930/SYA 4930

Proficiency (speaking, reading or writing): English
 (Excellent), Romanian (Excellent), French (Good), Russian
 (Poor)

Countries visited for research or teaching purposes: Romania, Spain, Switzerland, France

Research/teaching specialization: Cross-national aspects of immigration and nationalism in Europe, Former Communist
 Societies of East-Central Europe, Enlargement of the EU, Political Sociology

Recent Publications:

Should International Migration Be Encouraged to Offset Population Aging? A Cross-Country Analysis of Public Attitudes
 in Europe, Population Research and Policy Review 32:2 (2013): 261-84 (co-author: Tanya Koropecj-Cox).

Immigration and the Welfare State in Western Society: Ethnic Heterogeneity, Redistribution and the Role of Institutions, in
 Steven J. Gold and Stephanie J. Nawyn eds. The Routledge International Handbook of Migration Studies, 'Routledge
 International Handbooks' Series, London and New York: Routledge: 422-433 (co-author: Xavier Escandell).

BRENDA CHALFIN

Yr. Of Appointment: 2001

Department: Anthropology and Center for African Studies

Tenured: Yes

Percentage of time devoted to Europe: 25%

Position: Program Director and Professor

Institution granting your Ph.D.: University of Pennsylvania

Number of Theses Supervised: N/A

Courses Taught: ANG 6930, ANT 4354, ANT 4274/ANG 6274, ANG 5621

Languages: 1

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: Belgium, UK, Sweden

Research/teaching specialization: Anthropology of the State, Political Economy, International Commerce, Commodities, Globalization, Bureaucracy, Borders, Interdisciplinarity, African Studies

Recent Publications:

“Public Things, Excremental Politics, and the Infrastructure of Bare Life in Ghana’s city of Tema,” American Ethnologist, v. 41, n.1, February 2014

“Recasting Maritime Governance in Ghana: the neo-developmental state and the Port of Tema,” Journal of Modern African Studies. v. 48, n. 4, December 2010, pp 573-598.

“La Renovation du port de Tema. Economic Politique de la frontiere maritime du Ghana” [Recasting the Port of Tema: The political economy of Ghana’s Maritime Frontier], Politique Africaine, n. 116, December 2009, pp. 63-84.

NATHALIE CIESCO

Yr. Of Appointment: 2017

Department: French

Tenured: No

Percentage of time devoted to Europe: 100%

Position: Adjunct Lecturer

Institution granting your Ph.D. (or final degree): McGill University

Number of Theses Supervised:

Courses Taught: FRE 3440

Languages: 4

Proficiency (speaking, reading or writing): French (Native), English (excellent), Italian (moderate), Spanish (moderate).

Countries visited for research or teaching purposes: France

Research/teaching specialization:

Language Pedagogy Background

Recent Publications:

Reviewed modules of the French textbook Motifs (6th Edition) by Kimberly Jansma & Margaret Ann Kassen for Cengage Learning (2017)

MIHAI A. CIUPE

Department: Theatre and Dance

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D. (or final degree): Carnegie Mellon University

Number of Theses Supervised:

Languages: 1

Yr. Of Appointment: 1999

Tenured: Yes

Position: Associate Professor

Courses Taught: TPA 4930, TPA 6069, TPA 5047

Proficiency (speaking, reading or writing): Romanian (native)

Countries visited for research or teaching purposes:

Research/teaching specialization: costume and set design

Recent Activities & Publications:

Set Design, 1984, Hippodrome Theatre, 2017

Set Design, Hamlet, Hippodrome Theatre, 2017

Set Design, My Fair Lady, Ocala Civic Theatre, 2015

NANCY CLARK

Department: School of Architecture

Percentage of time devoted to Europe: 25%

Institution granting your M.A.: University of Florida

Number of Theses Supervised: N/A

Languages: 1

Yr. Of Appointment: 1995

Tenured: Yes

Position: Associate Professor

Courses Taught: ARC 2303, ARC 4930, ARC 6355, ARC 4322, ARC 3463, ARC 6356, SDS 6411, SDS 6413

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: Austria, Brazil, Canada, Italy

Research/teaching specialization: Landscape architecture

Recent Publications:

Founder and Director, Global Lab, University of Florida

"Building Code Handbook: State Requirements for Educational Facilities", Florida Department of Education (2005). (co-author: Kuenstle M.).*"Safe School Design Guidelines: Strategies to Enhance Security and Reduce Vandalism"*, Florida Department of Education (2003). (co-author: Kuenstle M.).*"Enacting Urban Form: Drifts, Currents, and Vortexes"*, in *On Growth and Form: The Engineering of Nature Proceedings Association of Collegiate Schools of Architecture Conference*, ACSA Press: Washington, D.C. (2002).

LINDA D. CLARKE

Department: Finance, Insurance, and Real Estate

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D. (or final degree): Florida International University

Number of Theses Supervised:

Languages: 2

Yr. Of Appointment: 2010

Tenured: No

Position: Lecturer

Courses Taught: BUL 6852, GEB 6366

Proficiency (speaking, reading or writing): German;

Mandarin

Countries visited for research or teaching purposes:

Research/teaching specialization:

Recent Publications:

Meyskens, Moriah, Von Glinow, Mary Ann, Werther, William B. & Clarke, Linda. 2009. The Paradox of International Talent: Alternative Forms of International Assignments. *International Journal of Human Resources Management* 20(6).

Mroczkowski, Tomasz, Wermus, Mark & Linda D. Clarke. 2005. Employment Restructuring in Polish Companies during Economic Transition: Some Comparisons with Western Experience. *Journal for East European Management Studies* 10(1)

MARIA COADY

Department: School of Teaching and Learning

Percentage of time devoted to Europe: 25%

Institution granting your M.A.: University of Colorado Boulder

Yr. of Appointment: 2010

Tenured: Yes

Position: Associate Professor

Number of Theses Supervised: N/A

Languages: 1

Courses Taught: EDG 4930

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: N/A

Research/teaching specialization: Second language and literacy development for English Language Learners (ELLs), Teacher education (preservice and professional development) for English learners.

Recent Publications and projects:

Coady, M., Harper, C., & de Jong, E. (2016). Inclusion or inclusive?: Mainstream elementary teachers' beliefs of their teacher preparation and instructional practices with ELLs. *TESOL Quarterly*. DOI: 10.1002/tesq.223

Coady, M. R. & Yilmaz, T. (2016). Preparing teachers of ELs: Home-school partnerships. *First International TESOL Encyclopedia*. Wiley.

Ho, C. & Coady, M. (2015). "My English isn't good enough:" Cross cultural communication among Taiwanese international nurses in the US. *Journal of Language & Communication*

ALESSIA COLAROSS

Department: Languages, Literatures and Cultures
 Percentage of time devoted to Europe : 100%
 Institution granting your Ph.D.: The Ohio State University
 Number of Theses Supervised: N/A

Languages: 3

Yr. Of Appointment: 2009

Tenured: N/A

Position: Senior Lecturer

Courses Taught: EUS 3937, ITA 1130, ITA 1131, ITA 2220, ITA 3420

Proficiency (speaking, reading or writing): English (Excellent), Italian (Excellent), Spanish (Very Good)

Countries visited for research or teaching purposes: Italy

Research/teaching specialization: Foreign and Second Language Education and the role of culture in undergraduate Italian foreign language programs in the Midwestern United States.

Recent Awards and Activities:

Distance online course initiative for Summer 2013, University of Florida (2012)

RICHARD CONLEY

Department: Political Science
 Percentage of time devoted to Europe: 25%
 Institution granting your Ph.D.: University of Maryland
 Number of Theses Supervised: N/A

Languages: 9

Yr. Of Appointment: 1998

Tenured: Yes

Position: Associate Professor

Courses Taught: POS 4956, POS 2041, CPO 3151/POS 4956, CPO 4145

Proficiency (speaking, reading or writing): English (Excellent), French (Excellent), German (Excellent), Italian (Good), Irish/Gaelic (Poor), Russian (Poor), Spanish (Poor), Lakota-Sioux (Poor), Navajo (Poor)

Countries visited for research or teaching purposes: France, UK, Ireland

Research/teaching specialization: Presidency, Executive-legislative relations, Comparative politics (Canada, France, Ireland)

Recent Publications:

(editor) *Presidential Leadership and National Security: The Obama Legacy and Trump Trajectory*. New York: Routledge, forthcoming 2017.

Historical Dictionary of the Reagan-Bush Era, 2nd edition. Lanham, MD: Scarecrow Press/Rowman & Littlefield, 2017

“C’est en Forgeant Qu’On Devient Forgeron? Assessing Legislative Productivity in Fifth Republic France.” *French Politics*, Volume 9 (June 2011): 158-181.

WIND COWLES

Department: Linguistics

Percentage of time devoted to Europe: 25%

Institution granting your Ph. D.: University of California, San Diego

Number of Theses Supervised: N/A

Languages: 1

Yr. Of Appointment: 2005

Tenured: Yes

Position: Associate Professor

Courses Taught: LIN 6707, LIN 3010, LIN 2704, LIN 4701

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: UK, the Netherlands

Academic Advisor for the UF in Utrecht Study Abroad Program

Research/teaching specialization: Information structure and the syntax-pragmatics interface, reference and co-reference, discourse factors in sentence production and comprehension, the relationship of language and the brain.

Recent Publications and Projects:

Kim, S., L. Lombardino, H.W. Cowles, & L. Altmann (2014) Investigating graph comprehension in students with dyslexia: An eye tracking study. *Research in Developmental Disabilities*Cartei, V., H.W. Cowles, R. Banerjee & D. Reby (2014) Control of voice gender in pre-pubertal children. *British Journal of Developmental Psychology*, 32(1), 100-106.Cowles, H.W. & V. Ferreira (2012) The Influence of Topic Status on Written and Spoken Sentence Production. *Discourse Processes*, 49(1), 1-28**FLORIN CURTA**

Department: History

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: Western Michigan University

Number of Theses Supervised: 21

Languages: 10

Yr. Of Appointment: 1999

Tenured: Yes

Position: Professor

Courses Taught: EUH 6126, EUH 4186, EUH 3930, EUH 3323, EUH 5934, EUH 4185, HIS 6061

Proficiency (speaking, reading or writing): English (excellent), German (Excellent), French (Excellent), Romanian (Excellent), Italian (Good), Russian (Good), Bulgarian (Good), Czech (Fair), Ancient Greek (Fair), Latin (Fair), Ukrainian (Fair), and Hungarian (Fair)

Countries visited for research or teaching purposes: Romania, Germany, Greece, Italy, Moldova

Research/teaching specialization: Medieval history, Byzantine history, Middle Ages, Ancient history, Archaeology, Eastern Europe

Recent Publications:

“Angel on earth and heavenly man. St. Sava of Serbia.” in *Portraits of Medieval Eastern Europe, 900-1400*, edited by Donald Ostrowski and Christian Raffensperger, 91-99. London/New York: Routledge, 2018.“Coins, forts and commercial exchanges in the sixth- and early seventh-century Balkans.” *Oxford Journal of Archaeology* 36 (2017), no. 4: 439-454*Great Events in Religion. An Encyclopedia of Pivotal Events in Religious History*. 3 vols. Santa Barbara/Denver: ABC-Clío, 2016 (together with Andrew Holt).

MEGAN DALY

Department: George A. Smathers Library
 Percentage of time devoted to Europe: 70%

Yr. Of Appointment: 2017

Tenured: No

Position: Assistant Librarian, Specialist in Classics,
 Philosophy, and Religion

Institution granting your Ph.D.: University of Florida

Number of Theses Supervised: 0

Courses Taught: 0

Languages: Latin, Ancient Greek, German, Italian, Modern
 Greek

Proficiency (speaking, reading or writing): Latin, Ancient
 Greek (intermediate to advanced); German (basic to
 intermediate); Italian and Modern Greek (beginning)

Countries visited for research or teaching purposes: Italy, Greece, Germany

Research/teaching specialization: Roman History and Historiography; Latin Literature; Latin and Ancient Greek Language

Recent Publications:

"Caesar and Germanicus in Lucan and Tacitus." (in progress)

"Repositioning Smathers Libraries' Latin and Greek Rare Book Collection: Increasing Access and Outreach to Faculty,
 Students, and Scholars." (in progress)

"Intellectual Freedom in the Early Roman Empire" (in progress)

ROBERT D'AMICO

Department: Philosophy

Percentage of time devoted to Europe: 50%

Yr. Of Appointment: 1974

Tenured: Yes

Position: Professor

Institution granting your Ph.D.: SUNY Buffalo

Number of Theses Supervised: 60

Courses Taught: PHH 4644, PHI 2010, PHI 7979, PHI 6934

Languages: 4

Proficiency (speaking, reading or writing): English
 (Excellent), Italian (Excellent), French (Fair), German (Fair)

Countries visited for research or teaching purposes: Italy, UK, France

Research/teaching specialization: History of modern philosophy, Philosophy of social science, Theorists, Contemporary
 continental philosophy

Recent Publications:

"Reply to Corlett's 'Searle on Human Rights'," Social Epistemology, No. 5 (2016): 30-36.

"Alone Together: Why 'Incentivization' Fails As an Account of Institutional Facts," Philosophy of the Social Sciences,
 June 2015 vol. 45 no. 3 pp.315-330. Co-author William Butchard

"How Not to Save Searle: Reply to Elijah Weber," *Philosophy of the Social Sciences*, September 2012; Vol, 42, no. 3:
 pp. 445-448

RAJEEB DAS

Department: Office of Institutional Planning and Research

Yr. Of Appointment: 2000

Tenured: Non-tenure track

Percentage of time devoted to Europe: 30%

Position: International Program Evaluation & Assessment Specialist

Institution granting your Ph.D.: University of Florida

Number of Theses Supervised: N/A

Courses Taught: N/A

Languages: 2

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Excellent)

Countries visited for research or teaching purposes: N/A

Research/teaching specialization: Quantitative & qualitative data analysis and data mining to link financial, enrollment, and student semester data; Evaluation employing surveys, focus groups, interviews, and data analysis for quality improvement and to guide future evaluation efforts; training in financing higher education in international contexts with focus on Cuba

Recent Publications:

Hardt N S, Eliazar J, Burt M, Das R, Winter W P, Saliba H, Roth J. "Use of a prenatal risk screen to predict maternal traumatic pregnancy-associated death: program and policy implications," *Women's Health Issue*. (2013).

Hardt NS, Muhamed S, Estrella R, Das R, Roth J. "Neighborhood level hot spot maps to inform delivery of primary care and allocation of resources," *The Permanente Journal*. (Winter 2013).

Thompson L, Zhang S, Black E, Das R, Ryngaert M, Sullivan S, Roth J. "The Association of Maternal Pre-pregnancy Body Mass Index with Breastfeeding Initiation," *Maternal Child Health Journal*. (December 2012).

ANA DE PRADA PEREZ

Department: Spanish and Portuguese Studies

Yr. Of Appointment: 2009

Tenured: No

Percentage of time devoted to Europe: 76%

Position: Assistant Professor

Institution granting your Ph.D.: Pennsylvania State University

Number of Theses Supervised: None

Courses Taught: SPN 3700, SPN 4930, SPN 6856, SPN 4840, SPN 4851, SPN 4905, SPN 6735, SPN 6855, SPN 6856

Languages: 4

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Excellent), French (Good), Catalan (Good).

Countries visited for research or teaching purposes: Spain

Research/teaching specialization: Bilingualism and language contact phenomena

Recent Publications:

Balam, Osmer & Ana de Prada Pérez, "Attitudes toward Spanish and Code-switching in Belize: Stigmatization and Innovation in the Spanish Classroom." *Journal of Language, Identity and Education*. 2017

Balam, Osmer & Ana de Prada Pérez, "On the Productive Use of 'Hacer + V' in Northern Belizean Bilingual/Trilingual Code-switching." in Guzzardo Tamargo, R.E., Mazak, C., & Parafita Cuoto, M.C. (eds) *Code-switching in the Spanish-speaking Caribbean and its Diaspora*. Amsterdam: John Benjamins. 2016.

"First person singular subject pronoun expression in Spanish in contact with Catalan." in Ana. Carvalho, Rafael Orozco & Naomi Shin (eds.), *Subject Pronoun Expression in Spanish: A Cross-dialectal perspective*. 2015.

SHARON DIFINO

Department: Languages, Literatures and Cultures

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Massachusetts, Amherst

Number of Theses Supervised: 4

Yr. Of Appointment: 1989

Tenured: Yes

Position: Associate Professor

Courses Taught: GER 2240, GER, 2200 GEW 4750, GER 6060, GER 6061, GER 6940, JST 3930, GET 2100, GET 3004, GET 3930, GEW 4731/JST 4936, GEW 6735, GEW 6900

Languages: 4

Proficiency (speaking, reading or writing): English (Excellent), German (Excellent), Dutch (Excellent), Russian (Fair)

Countries visited for research or teaching purposes: Austria, Germany, The Netherlands

Research/teaching specialization: 18th century literary journals, German women writers from the 18th century, Language pedagogy

Language Pedagogy Background

21 years of experience in teaching German, specializes in language instruction for disabled students

“Alternative Strategies for Training Graduate Teaching Assistant,” UCET Workshop, University of Florida.

Recent Publications:

“Language Learning Disabilities: The Ultimate Foreign Language Challenge”, *Foreign Language Annals* 37.3 (2004): 390-400. (co-author: Lombardino L.).

“Multi-media Approach to Popular Culture in the German Language Classroom”, South Atlantic Modern Language Association, Atlanta (2003).

LARRY DIMATTEO

Department: Management

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: Monash University

Number of Theses Supervised: N/A

Yr. Of Appointment: 1999

Tenured: Yes

Position: Professor

Courses Taught: BUL 6852, BUL 4264, BUK 6852, BUL 4930

Languages: 1

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: Italy, Germany, Austria, France, UK, Sweden, Finland, Norway, Hungary, Bulgaria.

Research/teaching specialization: International Sales Law, Contracts, Commercial law, Commercial paper, Secured transactions, Sales, Real property, International business transactions, International trade law

Recent Publications and Activities:

Impossibility and Hardship in International Business Law, 22 J. Int'l Econ. L. (2015) (in press) (one of China's premier law journals; and the premier journal in international business and trade law)

Choosing Values: Public-Private Relationships in a Global Economy, 32 J. Legal Stud. Educ. 313 (2015) (with Larry & Virginia Maurer)

Research Professor, Academy of Science, Institute of Legal Studies; Visiting Professor, University of Sofia, Bulgaria (2012). Fulbright Scholar Professorship.

ELIAS DINOPOULOS

Department: Economics

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: Columbia University

Number of Theses Supervised: 15

Languages: 2

Yr. Of Appointment: 1988

Tenured: Yes

Position: Professor

Courses Taught: ECO 7706, ECO 7716, ECO 3703, ECP 6701, ECO 3704, ECP 6701

Proficiency (speaking, reading or writing): English (Excellent), Greek (Excellent)

Countries visited for research or teaching purposes: Greece, Italy, Austria, former Yugoslavia, Germany, UK, France

Research/teaching specialization: International economics, Economic growth and technological change, Economic development

Recent Publications and Activities:

“Managerial Capital, Occupational Choice, and Inequality in the Global Economy” with Bulent Unel, *Canadian Journal of Economics*, forthcoming.“Performance Pay and Offshoring”, with Theofanis Tsoulouhas, *Journal of Economics & Management Strategy*, 25(2), 2016, pp. 334-369.“Global Environmental Standards with Heterogeneous Polluters”, with Ting Levy, *International Review of Economics and Finance*, 43, 2016**CHELSEA DINSMORE**

Department: Digital Production Services

Percentage of time devoted to Europe: 25%

Institution granting your M.L.I.S.: University of Texas at Austin

Number of Theses Supervised: None

Languages: 2

Yr. Of Appointment: 2004

Tenured: Yes

Position: Associate University Librarian, Chair - Digital Production Services, Technical Director - Digital Library of the Caribbean (dLOC)

Courses Taught: N/A

Proficiency (speaking, reading or writing): English (Excellent), German (Good)

Countries visited for research or teaching purposes: None

Areas of Responsibility: Making library held content available on line, particularly in the areas of Caribbean nations and countries which colonized the Caribbean (England, Netherlands, Spain, etc.)

Recent Publications and Exhibits:

SPEC Kit 357, *Libraries, Presses, and Publishing*, Laurie N. Taylor, Brian W. Keith, Chelsea Dinsmore, and Meridith Morris-Babbs, November 2017

Co-Principle Investigator: Digitization of a UNESCO World Memory Collection: Mexico's Jewish Heritage Newspapers, Funding Agency: Latin Americanist Research Resources Project (LARRP).

“A Unique Genealogy Digitization Collaboration: A Cooperative Between the University of Florida Libraries, Internet Archive, and FamilySearch to Digitize Genealogy Material in the University Libraries and Beyond,” Walker, Ben, Chelsea Dinsmore, *Librarianship and Genealogy: Trends, Issues, Case Studies*.

SILVIO DOS SANTOS

Department: School of Music

Percentage of time devoted to Europe: 60%

Institution granting your Ph.D.: Brandeis University

Number of Theses Supervised: 1

Languages: 6

Yr. Of Appointment: 2007

Tenured: Yes

Position: Associate Professor

Courses Taught: MUH 3212, MUH 6674, MUH 6675, MUH 3213, MUH 5219, MUH 6935,

Proficiency (speaking, reading or writing): English (Excellent), Portuguese (Excellent), German (Very good), Spanish (Very good), Italian (Fair), French (Fair)

Countries visited for research or teaching purposes: Italy, Germany

Research/teaching specialization: Music criticism and analysis of Alban Berg's *Lulu* in the context of early twentieth-century Viennese culture.

Recent Publications:

Narratives of Identity in Alban Berg's 'Lulu'. Boydell and Brewer. 2014"Marriage as Prostitution in Berg's *Lulu*", *Journal of Musicology* 25.2 (2008): 143–182."Guitar Music Composed for Segovia (review)", *Notes* 63.1 (2006): 201-207.**STEWART DUNCAN**

Department: Philosophy

Percentage of time devoted to Europe: 75%

Institution granting your Ph.D.: Rutgers University

Number of Theses Supervised: None

Languages: 4

Yr. Of Appointment: 2005

Tenured: Yes

Position: Associate Professor

Courses Taught: PHH 5425, PHH 3400, PHH 4420, PHI 4930, PHI 2010, PHH 5405

Proficiency (speaking, reading or writing): English (Excellent), German (Excellent), French (Good), Latin (Good)

Countries visited for research or teaching purposes: Germany

Research/teaching specialization: Early modern philosophy with a focus on the work of Thomas Hobbes and reactions to it, Metaphysics, British philosophers

Recent Publications:

"Hobbes, Universal Names, and Nominalism", in Stefano Di Bella and Tad Schmaltz (ed.), *The Problem of Universals in Early Modern Philosophy*. Oxford University Press. 2017"Hobbes on Language: Propositions, Truth, and Absurdity", in A.P. Martinich and Kinch Hoekstra (ed.), *Oxford*

"Mind and Body in Early Modern Philosophy". Routledge Encyclopedia of Philosophy Online. 2016

KATHRYN DWYER-NAVAJAS

Department: Spanish and Portuguese Studies

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: Johns Hopkins University

Number of Theses Supervised: N/A

Yr. Of Appointment: 2000

Tenured: N/A

Position: Senior Lecturer

Courses Taught: SPN 2471, SPN 2240, SPN 1130, SPN 1115, SPN 1180, SPN 3414, SPN 3948, SPN 4905, SPN 4911

Languages: 3

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Excellent), Portuguese (Good)

Countries visited for research or teaching purposes: Italy, Spain

Research/teaching specialization: Spanish Linguistics

Language Pedagogy Background:

"Teaching Bodies or Minds: Transgressing Hierarchies in the Classroom" workshop sponsored by the University Center for Excellence in Teaching and the Center for Women's Studies and Gender Research. March 30, 2001, University of Florida.

Participant: "The Teacher as Actor Workshop" sponsored by the University Center for Excellence in Teaching, February 5, 2000.

Organizer: Inter-departmental Language Pedagogy Summit "Teaching Fluency, Teaching Fluently," March 1995, Johns Hopkins University.

Recent Publications:

Information not provided

MARY ANN EAVERLY

Department: Classics

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Michigan

Number of Theses Supervised:

Yr. Of Appointment: 1986

Tenured: Yes

Position: Professor

Courses Taught: CLA 3111; CLA 3151; CLA 3700; CLT 3370; CLT 3930/LIT 3383; CLA 6795

Languages:

Proficiency (speaking, reading or writing):

Countries visited for research or teaching purposes:

Research/teaching specialization: Greek sculpture, Greek vase-painting, interconnections between Greece and Egypt, Classical traditions

Recent Publications:

"Crisis Modes: Ancient Egyptian Forms and Modern Women Poets." co-authored with Marsha Bryant, *Mezzo Cammin*. 2017

Tan Men, Pale Women: Color and Gender in Ancient Greece and Egypt. University of Michigan Press. 2013

"Building the Body: The Human Image and the Construction of Gender." *Labrys, études féministes/estudos feministas*. 2012

GEORGE ESENWEIN

Department: History
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: LSE
 Number of Theses Supervised: 24

Languages: 6

Yr. Of Appointment: 1993

Tenured: Yes

Position: Associate Professor

Courses Taught: EUH 3206/EUS 3930, EUH 4280, EUS 4282, EUH 4314, EUH 4664, HIS 3931, EUH 6937, EUH 5934, EUH 6289

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Excellent), Catalan (Good), French (Good), Portuguese (Good), Italian (Poor)

Countries visited for research or teaching purposes: UK, Spain

Research/teaching specialization: Modern Spain, History of political thought in Europe, History of European social/political movements, History of modern Europe

Recent Publications:

"The Fate of Spain's 'Nationalisms' during the Spanish Civil War, 1936-1939," in *The Routledge Companion to Iberian Studies*, Javier Munoz-Basols, Laura Lonsdale, Manuel Delgado (eds.), Routledge Press, 2017

"Confronting Spain's Troubled Past: Burnett Bolloten's Legacy as a Civil War Scholar." introduction in *The Spanish Civil War: Revolution and Counterrevolution*, Burnett Bolloten, University of North Carolina Press, 2015

"The Persistence of Politics: The impact of the Cold War on Anglo-American writing on the Spanish Civil War, 1939-1959," in *Getting it Wrong in Spain: From Civil War to Uncivil Peace (1936-1975)*, Susana Bayo Belenguer (ed), Routledge, 2015

STUART FINKEL

Department: History
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: Stanford University
 Number of Theses Supervised: 4

Languages: 3

Yr. Of Appointment: 2006

Tenured: Yes

Position: Associate Professor

Courses Taught: EUS 3930, EUH 3575, EUH 3576, EUH 3931, EUH 4930, EUH 5934, EUS 6005, HIS 3942

Proficiency (speaking, reading or writing): English (Excellent), Russian (Excellent), German (Fair)

Countries visited for research or teaching purposes: Russia, Czech Republic; UK, Canada

Research/teaching specialization: Russian and Soviet history, Russian Political Red Cross, Political prisoners in the early Soviet Union

Recent Publications:

"The 'Political Red Cross' and the Genealogy of Rights Discourse in Revolutionary Russia," *The Journal of Modern History* 89, no. 1 (March 2017): 79-118.

"Perversions and Transformations: A.S. Izgoev and the Intelligentsia Debates, 1904-22." in *Landmarks Revisited: The Vekhi Symposium 100 Years On*, Robin Aizlewood and Ruth Coates (eds.), Academic Studies Press, 2013

On the Ideological Front: The Russian Intelligentsia and the Making of the Soviet Public Sphere, Yale University Press (2007).

JOHN GLENN FREEMAN

Department: Journalism

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D. (or final degree): Wichita State University (M.A.)

Number of Theses Supervised:

Languages:

Yr. Of Appointment: 1991

Tenured: Yes

Position: Associate Professor

Courses Taught: JOU 4930

Proficiency (speaking, reading or writing):

Countries visited for research or teaching purposes:

Research/teaching specialization: Photojournalism; Photography and Social Change; Journalism Ethics

Recent Activities and Projects:

Director, Berlin Photojournalism Study Program, College of Journalism

"Personality as an Indicator of Success: A Study of NPPA Contest Winners." *Visual Communications Quarterly*, 2004**ALICE FREIFELD**

Department: History

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of California- Berkeley

Number of Theses Supervised: 13

Languages: 5

Yr. Of Appointment: 1994

Tenured: Yes

Position: Associate Professor

Courses Taught: EUS 3930, EUS 3110, EUS 6005, EUS 3300, EUS 3564, EUH 3330, EUH 4563, EUH 4930, HIS 3931/EUH 3931, EUH 5934

Proficiency (speaking, reading or writing): English (Excellent), German (Excellent), Hungarian (Excellent), Russian (Poor), Yiddish (Fair)

Countries visited for research or teaching purposes: Germany, Austria, Italy, Hungary, Poland, Slovakia, Estonia

Research/teaching specialization: Modern European history; Central and Eastern Europe; Hungary; Habsburg monarchy; European Jewry after the Holocaust; Migration in Modern Europe; Cold War

Recent Publications:

"On the Border: Americanization and de-Americanization of Hungary, 1945-48" for panel *Remembering Mark Pittaway: Borderlands*, Association for Slavic, East European, and Eurasian Studies, Washington, D.C., Nov. 19, 2011."Displaced Persons and Hungary's Porous Borders, 1945-48," in *Border Changes in 20th Century Europe*, Eero Medijainen and Olaf Mertelsmann, eds., Tartu Studies in Contemporary History, vol. 1 (Berlin: Lit-Verlag, 2010), 163-182."War Crimes Trials: A Public Discourse in Postwar Hungary," in *Beyond camps and forced labour. Current international research on survivors of Nazi persecution* (Osnabrueck, Germany: Secolo Verlag, 2008), 231-239.

FRANZ FUTTERKNECHT

Department: Languages, Literatures and Cultures
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: University of Mannheim
 Number of Theses Supervised: 11

Languages: 5

Yr. Of Appointment: 1987

Tenured: Yes

Position: Professor Emeritus

Courses Taught: GER 1125 GER 1126, GER 3234, GER 3330, GER 3331, GER 3401, GER 3413, GER 4482, GEW 3101, GEW 4905, GEW 6205, GEW 6205, GEW 6425, GEW 6535, GEW 6558, GEW 6266

Proficiency (speaking, reading or writing): German (Excellent), English (Excellent), French (Excellent), Italian (Fair), Russian (Poor)

Countries visited for research or teaching purposes: Germany, France, Italy, UK

Research/teaching specialization: 16th to 19th century German literature and culture, Intellectual history, Computer supported teaching

Language Pedagogy Background

Co-Founder and Director of the Program for the Online Study of German Language and Culture, PI of a \$ 650,000 contract to develop a virtual cultural learning environment in Second Life (target culture China) in 2007-08.

Developed 13 online-based hybrid language and culture courses, two distance-learning Beginning German courses, delivers workshops on online course development.

CHARLES GATTONE

Department: Sociology
 Percentage of time devoted to Europe: 50%
 Institution granting your Ph.D.: New School for Social Research
 Number of Theses Supervised: 7
 Languages: 3

Yr. Of Appointment: 2001

Tenured: Yes

Position: Associate Professor

Courses Taught: SYA 4110, SYA 6126, SYA 6018

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Good), French (Good)

Countries visited for research or teaching purposes: France

Research/teaching specialization: Sociological Theory, Media Studies, Intellectuals and Politics

Recent Publications and Activities:

"Modernity, Postmodernity, and the Potential Fallibility of Scientific Knowledge." presented at the American Sociological Association Annual Meeting, New York, 2013

"The Social Scientist as Intellectual in an Age of Mass Media." *The International Journal of Politics*, Culture, and Society. 2012

"Alternatives to the Positivist / Relativist Dichotomy in the Social Sciences: Considering Interpretation as a Mode of Analysis" Presented at the American Sociological Association annual meeting, Atlanta, Georgia, (August, 2010).

RAYMOND GAY-CROSIER

Department: Languages, Literatures and Cultures
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph. D.:
 Number of Theses Supervised: N/A

Languages: 2

Yr. Of Appointment: 1967

Tenured: Yes

Position: Professor Emeritus

Courses Taught: FRW 3101, FRW 3300, FRE 3300, FRW 6355, FRW 6715

Proficiency (speaking, reading or writing): English (Excellent), French (Excellent)

Countries visited for research or teaching purposes: France

Research/teaching specialization: 20th Century French literature; Critical Theory; French Language

Recent Publications and Projects:

Information not provided

CLAIRE GERMAIN

Department: Frederick G. Levin College of Law
 Percentage of time devoted to Europe: 50%

Institution granting your M.L.L: University of Denver

Number of Theses Supervised: N/A

Languages: 2

Yr. Of Appointment: 2011

Tenured: N/A

Position: Associate Dean for Legal Information & Clarence J. TeSelle professor of Law

Courses Taught: LAW 6936

Proficiency (speaking, reading or writing): English (Excellent), French (Excellent)

Countries visited for research or teaching purposes: France

Research/teaching specialization: French Law; International and Foreign Legal Research; Legal Information and Technology.

Recent Publications and Projects:

“CISG Language and Translation Issues,” Chapter 2, International Sales Law: Contract, Principles & Practice 21 (Larry A. DiMatteo; André Janssen; Ulrich Magnus & Reiner Schulze, eds. Nomos Verlag, 2016).

MOOC Introduction to U.S. Law. UF Law Project. History of the Common Law/Civil Law; the U.S Criminal Jury. 2014. Reactivated in 2015.

“CISG Translation Issues: Reducing Legal Babelism.” International Sales Law: A Global Challenge 51 (Larry DiMatteo, eds., Cambridge University Press 2014).

PAMELA GILBERT

Department: English
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: University of Southern California
 Number of Theses Supervised: 24

Yr. Of Appointment: 1997
 Tenured: Yes
 Position: Professor

Languages: 2

Courses Taught: WST 6935, ENL 6256, ENG 4936, ENG 3122.
 Proficiency (speaking, reading or writing): English (Excellent), Spanish (Poor)

Countries visited for research or teaching purposes: UK

Research/teaching specialization: British literature, Social construction, Victorian to present in British literature

Recent Publications:

Encyclopedia of Victorian Literature. 4 volumes. Blackwell. Coedited (Dino Felluga, Pamela Gilbert and Linda Hughes, eds.), 2015. "Outstanding Reference Book" designation from the American Library Association, January 2016.

"Genre Fiction and the Sensational." Victorian Literature: Criticism and Debates. Anne Longmuir and Lee Behlman, eds. New York: Routledge, 2015. 140-148.

Special-issue editor, "Victorian Bodies and Body Parts." Victorian Network. 9 (2015)

GEOFFREY GILES

Department: History
 Percentage of time devoted to Europe: 100%
 Institution granting your M.A.: University of Cambridge

Yr. Of Appointment: 1978
 Tenured: Yes
 Position: Emeritus Associate Professor

Number of Theses Supervised: 2

Courses Taught: EUH 4464, EUH 3033, EUH 2002, EUH 3930, EUS 3930/EUH 4930, EUH 3931, EUH 4930, HIS 4956, EUH 5934, JST 3930/EUH 3033

Languages: 2

Proficiency (speaking, reading or writing): English (Excellent), German (Excellent).

Countries visited for research or teaching purposes: UK, Germany

Research/teaching specialization: German Language and Literature, History of the Holocaust, homosexuality in Nazi Germany.

Recent Publications:

Peter Winzen, Das Ende der Kaiserherrlichkeit: Die Skandalprozesse um die homosexuellen Berater Wilhelms II. 1907-1909 (Köln/Weimar/Wien: Böhlau, 2010), *German Studies Review*, (May 2013).

Robert Gerwarth, Hitler's Hangman: The Life of Heydrich (Yale University Press: New Haven & London, 2011) *German History*, 31:1 (March 2013).

MARY GINWAY

Department: Spanish and Portuguese Studies

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: Vanderbilt University

Number of Theses Supervised: 17

Languages: 3

Yr. Of Appointment: 1997

Position: Associate Professor

Tenured: Yes

Courses Taught: POW 6930, POR 3224, POR 3242, POR 3243, POR 3010, POW 4930, POW 6905, SPW 6905, SPW 6910, SPW 7979, SPW 7980.

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Excellent), Portuguese (Excellent)

Countries visited for research or teaching purposes: Portugal, France, Spain, Italy

Research/teaching specialization: Comparative Iberian literatures, Brazilian literature, Women fiction writers

Recent Publications:

“Simios, ciborgues y réptiles: oviparidad en obras de escritoras latinoamericanas de ciencia ficción y fantasía.” Revista Iberoamericana, Vol. LXXXIII, Núms. 259-260, Abril-Septiembre 2017

Machado’s Tales of the Fantastic: Allegory and the Macabre.” Emerging Dialogues on Machado de Assis, New York: Palgrave MacMillan, Ed. Lamonte Aidoo and Daniel F. Silva. 2016

“The Amazon in Brazilian Speculative Fiction: Utopia and Trauma.” Alambique: Revista académica de ciencia ficción y fantasía / Jornal acadêmico de ficção científica e fantasia: 3.1 2015

JULES D. GLIESCHE

Department: Linguistics / Academic Spoken English

Percentage of time devoted to Europe: 30%

Institution granting your Ph.D. (or final degree): University of Wisconsin-Madison

Number of Theses Supervised: N/A

Languages: 15

Year of appointment: 2002

Tenured: N/A

Position: Senior Lecturer

Courses Taught: LIN 4930

Proficiency (speaking, reading or writing): German, English, Dutch (proficient) Korean, Japanese, and Spanish (kinda, mostly passive knowledge), Gothic, Old English, Old Saxon, Old High German, Middle High German, Middle Dutch, Old Norse

Countries visited for research or teaching purposes: Korea, Germany

Language Pedagogy Background: Began teaching German 1985, ESL 1988, LIN 1988. Also have taught writing and composition at UT San Antonio & UF. Can also teach beginning Dutch.

Recent Publications: N/A

NORMAN GODA

Department: History and Center for Jewish Studies

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of North Carolina at Chapel Hill

Number of Theses Supervised: 1

Languages: 2

Yr. Of Appointment: 2009

Tenured: Yes

Position: Norman and Irma Braman Professor for Holocaust Studies

Courses Taught: EUH 3033, EUH 3035, EUH 3931, JST 3930, EUH 4930, EUH 5934, EUH 6289, JST 3930, JST 4936, HIS 3942

Proficiency (speaking, reading or writing): English (Excellent), German (Excellent)

Countries visited for research or teaching purposes: Germany

Research/teaching specialization: Holocaust from historical and interdisciplinary perspectives

Recent Publications:

Envoy to the Promised Land: The Diaries and Papers of James G. McDonald 1945-1947 [lead editor with Barbara McDonald Stewart, Severin Hochberg, and Richard Breitman] (Bloomington: Indiana University Press in Association with the United States Holocaust Memorial Museum, EDP 2017)

Anti-Zionism and Antisemitism in the Wake of the Holocaust,” *Antisemitism Studies*, (EDP 2017).

Holocaust Justice: New Interdisciplinary Perspectives . edited volume, New York: Berghahn, EDP, 2017

MARTIN GOLD

Department: Architecture

Percentage of time devoted to Europe: 25%

Institution granting your M.A.: University of Florida

Number of Theses Supervised: N/A

Languages: 1

Yr. Of Appointment: 1995

Tenured: Yes

Position: Associate Professor

Courses Taught: ARC 6670, ARC 6355, ARC 6933

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: N/A

Research/teaching specialization: design, teaching and research specializing in the environmental technologies with an

Recent Publications:

"Winning With Rail Trails: Award Winners Suggested Guidelines for Trail Planning and Design", *Jim Donovan and Hugh Morris Landscape Architecture Magazine* (2004).

“*Transporting Ecologies: Alachua Countywide Bicycle Master Plan Addendum* ,” North Central Florida Regional Planning Council (2004).

“Ten Ways to Provide a High-Quality Acoustic Environment in Schools”, in *Language Speech, and Hearing Services in Schools, Vol. 31*, Siebein G. W. et al. (eds.), (2000).

JAMES GOODWIN

Department: Languages, Literatures and Cultures
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: U. of Southern California

Number of Theses Supervised: None

Languages: 2

Yr. Of Appointment: 2003

Tenured:

Position: Associate Professor

Courses Taught: RUS 1130, RUS 1131, RUS 4300, RUS 405, RUT 3452, RUT 3503, RUT 3530, RUW 3101, RUW 4932

Proficiency (speaking, reading or writing): English (Excellent), Russian (Excellent)

Countries visited for research or teaching purposes: Russia, Germany

Research/teaching specialization: Russian literary prose and criticism of the 19th and 20th centuries, Russian social and political thought

Recent Publications and Conference Participation:

Confronting Dostoevsky's Demons: Anarchism and the Specter of Bakunin in Twentieth Century Russia. Middlebury Studies in Russian Language and Literature. 2010

"Russian Anarchism and the Bolshevization of Bakunin in the Early Soviet Period," *Kritika: Explorations in Russian and Eurasian History* 8.3 (2007): 533-560.

"The Critique of 'Peasant Russia' in Boris Pil'niak's *Machines and Wolves*", American Association of Teachers of Slavic and Eastern European Languages Conference (2005).

MICHAEL GORHAM

Department: Languages, Literatures and Cultures
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: Stanford University
 Number of thesis Supervised: 4

Languages: 2

Yr. Of Appointment: 1996

Tenured: Yes

Position: Professor

Courses taught: RUS 3400, RUW 3100, RUS 1130, RUS 2220, RUS 4905, RUS 4930, RUS 1131, RUT 3504, RUT 3514, RUW 4341, RUW 4932, GEW 6905

Proficiency: English (Excellent), Russian (Excellent)

Countries visited for research purposes: Russia, Finland, UK, Norway, Sweden

Research and teaching specialization: Language and Politics, 20th and 21st-century Russian Literature, Contemporary Russian Culture, Second Language Acquisition

Recent Publications and Activities:

Gorham, Michael S. and Daniel Weiss, eds. "The Culture and Politics of Verbal Prohibition in Putin's Russia." (Special guest-edited double issue) *Zeitschrift für Slavische Philologie* 72:2 & 73:1. (Published May 2017)

"Kadyrov on Instagram: Mediating Authority in a Web 2.0 World," Croft Institute for International Studies, University of Mississippi, Oxford, MS, 2017.

"О 'падонках' и кибердружинниках: Виртуальные источники порчи языка" ("From 'Scumbags' to 'Cyberpatrols': Digital Sources of Discursive Contamination"), trans. K. Gusarova. In *Настройка языка: Управление коммуникациями на постсоветском пространстве* (Tuning Language: Communication Management in Post-Soviet Space), ed. E. G. Lapina-Kratasyuk, O. V. Moroz, and E. G. Nim, 240-258. Moscow: NLO Press, 2016

JESSICA L. HARLAND-JACOBS

Department: History

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: Duke University

Number of Theses Supervised: None

Languages: 1

Yr. Of Appointment: 2000

Tenured: Yes

Position: Associate Professor

Courses Taught: EUH 3530, EUH 3533, EUH 3930, EUH 4534, HIS 3931, HIS 3931, EUH 5546, EUH 3502, WHO 3043, EUH 5934

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: UK

Research/teaching specialization: British Empire, Modern Britain, Ireland, Atlantic World, Canada, European Expansion, Historical Geography

Recent Publications and Activities:

"Britons in the Making: Catholics in the British Empire, 1713-1783," in Robert Olwell and James Vaughn (eds.) *1763 and All That* (forthcoming)2016 "Ireland, 1916: The Rising and the War," *The Conversation*, 2016"Incorporating the King's New Subjects: Accommodation and Anti-Catholicism in the British Empire, 1713-1815," *Journal of Religious History* . 2015**TERRY HARPOLD**

Department: English

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: University of Pennsylvania

Number of Theses Supervised: 14

Languages: 2

Yr. Of Appointment: 2000

Tenured: Yes

Position: Associate Professor

Courses Taught: LIT 4930, ENG 6016

Proficiency (speaking, reading or writing): English (Excellent) French (Excellent)

Countries visited for research or teaching purposes: Switzerland, UK, France, Norway

Research/teaching specialization: Science & Modern Literature, Science fiction, New media theory, Hypertext, Informational culture and politics, Psychoanalysis, Science & literature, Narratology

Recent Publications:

"European Science Fiction in the Nineteenth Century." in Gerry Canavan and Eric Carl Link (eds.) *The Cambridge History of Science Fiction* , Cambridge University Press (forthcoming)"The Middle Voice of EcoComix: Reading Philippe Squarzoni's *Climate Changed* ." in Sidney I. Dobrin (ed.) *EcoComix* , McFarland & Company, 2018"Six stories of the world to come in twenty-four words or fewer." *Canary: A Literary Journal of the Environmental Crisis*. 2017-18

VICTOR WILLIAM HARRIS

Department: Family, Youth and Community Sciences
 Percentage of time devoted to Europe: 75%
 Institution granting your Ph. D: Utah State University
 Number of Theses Supervised: N/A
 Languages: 2

Yr. Of Appointment: 2010
 Tenured: Yes
 Position: Associate Professor

 Courses Taught: N/A
 Proficiency (speaking, reading or writing): English
 (Excellent), German (Excellent)

Countries visited for research or teaching purposes: Greece, Turkey, Italy, Belgium, Denmark, Germany, Austria, Netherlands, France, Portugal, Spain, UK, Czech Republic, Israel, Jordan, Egypt, Canada, Mexico, Korea.

Research/teaching specialization: Close relationships (i.e., relationship quality/process/education), Individual, group, and societal change, emotion, cognition, multiple intelligences, parent education.

Recent Publications and Projects:

Harris, V.W., Speegle, K., & Schmeer, A. (2016). Teaching as an intervention: Evaluating 9 skills of communication in an Extension learning environment. *Journal of Human Sciences and Extension* , 4(1), 139-158.
 Harris, V.W., Bedard, K., Moen, D., & Álvarez-Pérez (2016). The role of friendship, trust, and love in happy German marriages. *Marriage and Family Review* , 52(3), 262-304
 Khan, S., Harris, V.W., & Forthun, L. (2015, October). Emotional ability among college students: An exploration of gender differences. *Journal of Young Investigators* , 29(4), 6-11.

MITCHELL HART

Department: History
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: University of California, Los Angeles
 Number of Theses Supervised: 4

Yr. Of Appointment: 2003
 Tenured: Yes
 Position: Professor

 Courses Taught: HIS 3930, HIS 3931, EUH 3931, EUH 3672/JST 3930, EUH 3931/GET 3930, EUH 5934, JST 3930
 Proficiency (speaking, reading or writing): English
 (Excellent), German (Excellent)

Countries visited for research or teaching purposes: Germany
 Research/teaching specialization: Jewish history, Jewish identity

Recent Publications:

"Jewish Crime' by the Numbers, or Putting the 'Social' in Jewish Social Science," in *Taking Stocks: Cultures of Enumeration in Jewish Life* , edited by Michael Krav El Tovi and Deborah Dash Moore, Indiana University Press. 2016

Cambridge History of Judaism: The Modern World . With Tony Michael (eds.), Cambridge University Press, 2014
 "Statistics and their Application, from Zunz to Ruppin," in *Enzyklopaedie juedischer Geschichte und Kultur*, Stuttgart: J. B. Metzler

WILLIAM HASTY

Department: Languages, Literatures, and Cultures
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: University of California, Berkeley
 Number of Theses Supervised: 2

Yr. Of Appointment: 1993

Tenured: Yes

Position: Professor

Languages: 5

Courses Taught: GER 1125, GEW 6405, GER 2240, GER 3234, GER 4956, GET 3930, GEW 4930, GEW 6405, GEW 6425

Proficiency (speaking, reading or writing): German (Excellent), English (Excellent), Spanish (Excellent), French (Fair), Latin (Fair)

Countries visited for research or teaching purposes: UK, Germany, Switzerland

Research/teaching specialization: German and European literary and cultural history from the Middle Ages; Arthurian Studies; digital humanities

Recent Publications and Activities:

"The Beginning of the End: Binary Dynamics and Initiative in Hartmann von Aue's *Gregorius*," in Ernst Ralf Hintz and Scott Pincikowski (eds) *Endtimes in Medieval German Literature*, Camden House (fall 2018)

The Medieval Risk-Reward Society. Courts, Adventure, and Love in the European Middle Ages. The Ohio State University Press. 2016

Co-founder and co-director of the Center for Medieval and Early Modern Studies, University of Florida.

ROBERT HATCH

Department: History
 Percentage of time devoted to Europe: 100%
 Institution granting your PhD: University of Wisconsin

Yr of appointment: 1978

Tenured: Yes

Position: Associate Professor, Emeritus

Number of Theses Supervised: 6

Courses taught: HIS 3463, HIS 3930, HIS 6488

Proficiency (speaking, reading, or writing): English (Excellent), French (Excellent), Portuguese (Excellent), Spanish (Good)

Countries visited for research or teaching purposes: Great Britain, Sweden, the Netherlands, France, Germany, Austria, Belgium Italy

Research/Teaching specialization: European History, History of Science

Recent publications:

'Inventing the Republic of Letters: Peiresc, Community & the Nascent Public Sphere.' Invited Paper, The Stanford Project, Mapping the Republic of Letters, Stanford Humanities Center & the Program in the History & Philosophy of Science & Technology, Stanford University, March 2011.

'Getting Gassendi Right: Vision, Afterimages & The Mirror of Nature.' Invited Paper, Bay Area History of Medicine Colloquium, University of California – San Francisco, March 2011.

GUNNAR HEINS

Department: Economics

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D. (or final degree): University of Chicago

Number of Theses Supervised:

Languages: 1

Yr. Of Appointment: 2016

Tenured: No

Position: Assistant Professor

Courses Taught: ECO 3704; ECO 7707

Proficiency (speaking, reading or writing): German (native)

Countries visited for research or teaching purposes:

Research/teaching specialization: International Trade, Industrial Organization, Computational Economics

Recent Activities & Publications:

"Endogenous Vertical Differentiation, Variety, and the Unequal Gains from International Trade," Working Paper

"Trade Shocks and Attentive Voting: Evidence from Local Labor Markets in the U.S.," Working Paper

BERTA ESPERANZA HERNANDEZ-TRUYOL

Department: Levin College of Law

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D. (or final degree): New York University (LL.M.)

Number of Theses Supervised: 15+

Languages: 3

Yr. Of Appointment: 2000

Tenured: Yes

Position: Levin, Mabie & Levin Professor of Law

Courses Taught: LAW 6260, LAW 6261, LAW 6263, LAW 6936, LAW 6949, LAW 6949

Proficiency (speaking, reading or writing): English (fluent), Spanish (fluent), French (proficient)

Countries visited for research or teaching purposes: Europe - France, Spain, Italy, Switzerland; Latin America - Argentina, Uruguay, Costa Rica, Brazil, Chile, Peru, Cuba.

Research/teaching specialization: International Law, International Human Rights Law, Constitutional Law, Human Rights & Trade.

Recent Publications:

Globalizing Women's Health and Safety: Migration, Work, and Labor, 15 Santa Clara J. Int'l L. 48 (2017)

ORIENTAMENTO SESSUALE, IDENTITÀ DI GENERE E TUTELA DEI MINORI (Berta Esperanza Hernandez-Truyol and Roberto Virzo, eds., Edizioni Scientifiche Italiane, 2016).

La Juventud y las Familias LGBTI Como Poblaciones Vulnerables: Mito y Realidad de las Protecciones Legales, in ORIENTAMENTO SESSUALE, IDENTITÀ DI GENERE E TUTELA DEI MINORI (Berta Esperanza Hernandez-Truyol and Roberto Virzo, eds., Edizioni Scientifiche Italiane, 2016).

ANNA CALLUORI HOLCOMBE

Department: Art and Art History

Percentage of time devoted to Europe: 25%

Institution granting your MFA.: Louisiana State University

Yr. Of Appointment: 2007

Tenured: Yes

Position: Professor

Number of Theses Supervised: N/A

Courses Taught: ART 6897, ART 6933, ART 5930, ART 3764, ART 3807, ART 4760

Languages: 1

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: China, Hungary, France, Scotland, Germany, Switzerland, Australia.

Research/teaching specialization: ceramic arts

Recent Publications and Activities:

“New Technologies for the Ceramics Studio,” with Thomas Storey, *Ceramics Technical*, July 2017“New Technologies for the Ceramics Studio,” *The Journal of Australian Ceramics*, Vol 55 No. 3, November 2016“7th Eskisehir Terra Cotta Symposium,” *Ceramics Technical*, No. 38, 2014, pp. 98 – 101**AMANDINE F. HOM**

Department: Languages, Literature and Cultures

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D. (or final degree): Paris Graduate School of Management

Number of Theses Supervised:

Yr. Of Appointment: 2016

Tenured: No

Position: Adjunct Lecturer

Courses Taught: FRE 1130, FRE 1131, FRE 1134, FRE 3300

Languages: 3

Proficiency (speaking, reading or writing): French (native), English (excellent), Spanish (basic)

Countries visited for research or teaching purposes:

Research/teaching specialization: French language

Language Pedagogy Background

Recent Activities Publications:

Coordinator, Lower and Intermediate French, AY 17-18

SIDNEY HOMAN

Department: English

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: Harvard University

Number of Theses Supervised: 26

Languages: 1

Yr. Of Appointment: 1972

Tenured: Yes

Position: Professor

Courses Taught: ENL 4333, LIT 3043, ENL 6226

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: China

Research/teaching specialization: British literature, Shakespeare, Beckett, Feiffer, Shepard, Chekhov, Wilde, Shaw

Recent Publications and Activities:

Playing Offstage: The Theatre as a Presence or Force in the Real World. Sidney Homan, ed. (Lanham, MD: Lexington Books, 2017).

"With These Essays in Hand: Re-Stagings of The Merchant of Venice." New Readings of the Merchant of Venice. Ed. Horacio Sierra. Cambridge Scholars Publishing, (2013): 183–205.

"Beer Is Technically a Vegetarian Meal." Underground Voices (September 2010).

LISA HOUSE

Department: Food and Resource Economics

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: Kansas State University

Number of Theses Supervised: 2

Languages: 1

Yr. Of Appointment: 2001

Tenured: Yes

Position: Professor

Courses Taught: AEB 6817, AEB 4342, AEB 3133

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: Spain, Germany, Italy, UK, Austria

Research/teaching specialization: The impact of different cultures on food consumption, with a focus on the differences between the E.U. and the U.S., as well as Latin American countries.

Recent Publications:

"Consumer Acceptance of Cisgenic Food and the Impact of Information and Status Quo." with AK Edenbrandt, Z Gao, M Olmstead, and D Gray, *Food Quality and Preference* . 2018

"The Competition of Beverage Products in Current Market: A Composite Demand Analysis." with Y Heng and H Kim, *Agricultural and Resource Economics Review* . 2018

"Online Survey Data Quality and Its Implications for Willingness-to-Pay: A Cross-Country Comparison." with X Chen, Z Gao, J Ge, C Zong, and F Gmitter, *Agribusiness* . 2016

AIDA HOZIC

Department: Political Science

Percentage of time devoted to Europe : 100%

Institution granting your Ph.D.: University of Virginia

Number of Theses Supervised: 5

Yr. Of Appointment: 2001

Tenured: Yes

Position: Associate Professor

Courses Taught: INR 3333, INR 3603, INR 3084, INR2001, INR 6337, INR6938, INR6607, INR6039, INR4931

Languages: 7

Proficiency (speaking, reading or writing): English (Excellent), Bosnian (Excellent), Serbian (Excellent), Croatian (Excellent), Italian (Excellent), French (Reading), Spanish (Reading),

Countries visited for research or teaching purposes: Italy, Bosnia, Serbia, Croatia, Macedonia, Turkey, UK, Hungary, Argentina

Research/teaching specialization: International relations, Culture and world politics, International political economy, International security

Recent Publications:

“Brexit as a Scandal: Gender and Global Trumpism,” (with Jacqui True), *Review of International Political Economy*, 24:2, 2017“The ‘Aesthetic Turn’ at 15: Legacies, Limits and Prospects” – Editor of the Special Forum in *Millennium: Journal of International Studies* 45:2, 2017*Scandalous Economics: Gender and the Politics of Financial Crises* (co-editor with Jacqui True) (Oxford University Press, New York, 2016)**HELENE HUET**

Department(s): Humanities and Social Sciences, Library West

Percentage of time devoted to Europe: 100%

Institution granting Ph.D. (or final degree): The Pennsylvania State University

Number of Theses Supervised: N/A (0)

Number of Languages: 3

Yr. Of Appointment: 2015

Tenured: No

Position: Assistant University Librarian

Courses Taught: N/A

Languages Proficiency (speaking, reading or writing): French (native), English (excellent), German (proficient)

Countries visited for research or teaching purposes: France

Research/teaching specialization: Nineteenth and twentieth century French and Francophone literature and history, European Book History

Recent Publications:

Huet, H., & Schwieder, D. “Improving Graduate Students’ Research Skills: The Graduate Student Research Series at the University of Florida.” In *Transforming Libraries to Serve Graduate Students*, ACRL. (To be published in 2018).Smith, P., Felima, C., Durant, F., Van Kleeck, D., Huet, H., & Taylor, L. “Building Socio-Technical Systems to Support Data Management and Digital Scholarship in the Social Sciences.” In *Anthropological Data in the Digital Age: New Possibilities, New Challenges, Same Concerns*, Palgrave Macmillan. (Submitted on March 6, 2018).Hines, A., Huet, H., Ewing, S., & Freund, L. “Team Up: Collaborating with Public Relations Students to Promote Library Subject Specialists.” *College & Research Libraries News* 78.9 (October 2017): 506-509

MELISSA HYDE

Department: School of Art and Art History
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: UC Berkeley
 Number of Theses Supervised: 5

Yr. Of Appointment: 1998

Tenured: Yes

Position: Professor

Languages: 5

Courses Taught: ARH 3421, ARH 6916, ARH 6917, ARH 3412, ARH 3781/WST 3930, ARH 4710, ARH 4356, ARH 4931, ARH 5441, ARH 5877, ARH 6477

Proficiency (speaking, reading or writing): English (Excellent), French (Excellent), German (Poor), Italian (Poor), Spanish (Poor)

Countries visited for research or teaching purposes: France, Italy, UK

Research/teaching specialization: 18th & 19th century France

Recent Publications and Activities:

Becoming a Woman in the Age of Enlightenment: French Art from the Horvitz, (The Horvitz Collection, October 2017), exh. cat. with annotated checklist by A.L. Clark.

Review Essay: "Vigée Le Brun Exhibition," in *Early Modern Women: An Interdisciplinary Journal* (April 2017)

"Remembering the Ladies: Femmes-Artistes and America from the Early Republic to the Gilded Age," in *America Collects Eighteenth-Century France* (National Gallery of Art, Washington DC, May 21-August 20, 2017)

MATTHEW JARVIS

Department: Art and Art History
 Percentage of time devoted to Europe: 50%
 Institution granting your Ph.D. (or final degree): University of California, San Diego
 Number of Theses Supervised:
 Languages:

Yr. Of Appointment: 2017

Tenured: No

Position: Visiting Assistant Professor

Courses Taught: ARH 2051, ARH 4930

Proficiency (speaking, reading or writing):

Countries visited for research or teaching purposes:

Research/teaching specialization: Modern Art History; Film History and Theory with emphasis on Romanticism

Recent Publications:

"Apollonian Body: Pasolini and Mussolini's Sculptural Physiques." catalogue for exhibition, St. Louis, MO and Orange County, CA (forthcoming)

"The Uniform Body." essay for *Forgotten Heroes*, Morton J. May Foundation Gallery, St. Louis, 2014

REBECCA JEFFERSON

Department: George A. Smathers Libraries
 Percentage of time devoted to Europe: 25%

Yr. Of Appointment: 2010

Tenured: Yes

Position: Head of the Isser and Rae Price Library of Judaica

Institution granting your Ph.D.: King's College, University of
 Cambridge

Number of theses Supervised: N/A

Languages: 5

Courses taught: N/A

Proficiency: English (Excellent); Hebrew (Excellent);
 Aramaic (Elementary); French (Elementary); Yiddish
 (Elementary)

Countries visited for research purposes: Luxembourg, UK, Moscow, Russia; Havana, Cuba

Areas of Responsibility: Jewish history, Medieval Hebrew language and literature

Recent Publications and Activities:

Jefferson, R. J. W., "Popular Renditions of Hebrew Hymns in 19th Century Yemen: How a Crudely Formed, Vocalised Manuscript Codex Can Provide Insights into the Local Pronunciation and Practice of Prayer," in Vidro, N., R. Vollandt, E.M. Wagner, J. Olszowy-Schlanger (eds), *Studies in Semitic Linguistics and Manuscripts*, University of Uppsala Press, Uppsala (forthcoming in 2018), pp. 421-441.

Jefferson, R. J. W., "Dangerous Liaisons in Cairo: Reginald Q. Henriques and the Taylor-Schechter Cairo Genizah Collection at Cambridge University Library," *Judaica Librarianship* 20 (2017: 21-51).

"Library Collaborative Networks Forging Scholarly Cyberinfrastructure and Enabling an Environment of Radical Collaboration, co-authored with Laurie N. Taylor, Haven Hawley, Ben Walker, Valrie Davies, Chelsea Dinsmore, Suzan Alteri in Brian Doherty (ed), *Technology-Centered Academic Library Partnerships and Collaborations*. IGI Global, 2016, 1-30.

ABDOULAYE KANE

Department: Anthropology

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: University of Amsterdam

Yr. Of Appointment: 2003

Tenured: No

Position: Associate Professor

Number of Theses Supervised: 58

Courses Taught: ANG 6930, ANT 4930/EUS 4930, ANT
 4930/AFS 4935, EUS 4930

Languages: 3

Proficiency (speaking, reading or writing): English
 (Excellent), French (Excellent), Dutch (Fair)

Countries visited for research or teaching purposes: France, Italy, Spain

Research/teaching specialization: African Transnational migration to Europe and to North America; Politics of Diaspora and Belonging

Recent Publications:

African Migrations: Patterns and Perspectives . with Leedy T. (eds), Indiana University Press. 2013

Medicine, Mobility, and Power in Global Africa . with Dilger, H. and Langwick, S (eds), Indiana University Press. 2012

Tontines, caisses de solidarité et banquiers ambulants. *Univers des pratiques ambulants: Univers des pratiques financières informelles en Afrique et en milieu immigré africain en France* . Paris: l'Harmattan. 2010

KYRIAKI KAPLANIDOU

Department: Tourism, Recreation and Sports Management

Yr. Of Appointment: 2007

Tenured: No

Percentage of time devoted to Europe: 25%

Position: Associate Professor

Institution granting your Ph.D.: Michigan State University

Number of Theses Supervised: N/A

Courses Taught: SPS 3306, SPS 5309, SPS 6308

Languages: 3

Proficiency (speaking, reading or writing): English (Excellent), French (Excellent), Dutch (Fair)

Countries visited for research or teaching purposes: Greece, South Africa

Research/teaching specialization: Sport consumer behavior, image of sport and sport events and their fit with destination and sponsor images, national and international communities' development through mega sport event initiatives.

Recent Publications:

Sato, S., Ko, Y.J., Kaplanidou, K. & Connaughton, C. (accepted with minor revisions). Consumers' Comparative Evaluative Judgment of Athlete Endorsers. *Journal of Sport Management*.Ma, S.C. & Kaplanidou, K. (online 2016): Legacy perceptions among host Tour de Taiwan residents: the mediating effect of quality of life, *Leisure Studies*: <http://dx.doi.org/10.1080/02614367.2015.1128475>Karadakis, K. & Kaplanidou, K. & Karlis, G. (accepted). Host and Non-Host Resident Awareness and Perceptions of Legacies for the 2010 Vancouver Olympic Games. *Society and Leisure*.**KONSTANTINOS KAPPARIS**

Department: Classics and Center for Greek Studies

Yr. Of Appointment: 2000

Tenured: Yes

Percentage of time devoted to Europe: 100%

Position: Associate Professor

Institution granting your Ph.D.: University of Glasgow, Scotland

Number of Theses Supervised: 50

Courses Taught: CLA 3114, GRK 6216, CLA 3930, CLA 4300, GRK 2200, GRK 2201, GRK 4300

Languages: 6

Proficiency (speaking, reading or writing): Greek (Excellent), German (Excellent), English (Excellent), French (Excellent), Italian (Good), Latin (Good)

Countries visited for research or teaching purposes: UK, Ireland, Greece, Italy, France

Research/teaching specialization: Ancient and modern Greek language, literature, history and culture, Greek oratory, History of medicine and medical ethics, Textual criticism, Athenian constitution, law and society, Women and gender studies.

Recent Publications:

Prostitution in the Ancient Greek World, Berlin, Walter DeGruyter, 2017

Studies on Greek Law, Oratory and Comedy (ed.), London: Routledge, 2017

Rhetoric and performance in the speeches of Apollodoros". Ed. A. Seraphim et al. 2017.

GAIL P. KAUWELL

Department: Institute of Food and Agricultural Sciences

Yr. Of Appointment: 2004

Tenured: Yes

Percentage of time devoted to Europe: 25%

Position: Professor

Institution granting your Ph.D. (or final degree): University of Florida

Number of Theses Supervised:

Courses Taught: FYC 6932, HUN 4936, HUN 6936

Languages:

Proficiency (speaking, reading or writing):

Countries visited for research or teaching purposes:

Research/teaching specialization:

Recent Publications:

Co-Faculty Director, Food and Culture in Southern France; Food & Culture, UF in Greece

Rampersaud GC, Sokolow A, Gruspe A, Colee JC, Kauwell GP. Folate/folic acid knowledge, intake, and self-efficacy of college-aged women: impact of text messaging and availability of a folic acid-containing supplement. J Am Coll Health 2016; 64(6):460-468.

da Silva VR, Hausman DB, Kauwell, GP, Sokolow A, Tackett RL, Rathburn SL, Bailey LB. (2013) Obesity affects short-term folate pharmacokinetics in women of childbearing age. Int J Obes. Advance online publication 9 April 2013; doi: 10.1038/ijo.2013.41

WILLARD RAY KESLING JR.

Department: Music

Yr. Of Appointment: 2002

Tenured: Yes

Percentage of time devoted to Europe: 60%

Position: Professor and Program Director

Institution granting your Ph.D. (or final degree): University of Oklahoma

Number of Theses Supervised:

Courses Taught: MUL 6645

Languages: 8

Proficiency (speaking, reading or writing): English (Native), Spanish (excellent), Latin (good), French (poor), German (poor), Hebrew (poor), Italian (poor), Russian (poor)

Countries visited for research or teaching purposes: Bulgaria, Austria, Romania,

Research/teaching specialization: Choral conducting

Recent Publications:

"Day of . . . WHAT?": Toward a Viable Translation of Verdi's Requiem" Delos: A Journal of Translation and World Literature, Vol. 31, March 2016, pp. 46-62

"In the Bleak Mid-Winter: A Candlelit Feast" The Choral Journal, American Choral Directors Association, December 1988, pp. 29-31

"The Vowel and Choral Tone: One Way to Begin" The Adjudicator, National Federation of Interscholastic Music Teachers, Vol. 3, No. 2 1987, pp.20-24

CHARLES KIBERT

Department: Building Construction (Ctr. For Con. & Environ.)
 Percentage of time devoted to Europe: 25%
 Institution granting your PhD: University of South Florida

Yr. of Appointment: 1996

Tenured: Yes

Position: Professor

Number of Theses Supervised:

Courses Taught: BCN 4712, BCN 4721, BCN 6586, BCN 6905, DCP 7979, DCP 7980

Languages: 2

Proficiency: English (excellent), German (good)

Countries visited for research or teaching purposes: Germany, Ireland, UK

Research/teaching specialization: Sustainable Construction and high performance building; materials stewardship; net zero built environment

Recent Publications:

Kibert, Charles J. and S. Srinivasan, "Sustainable Construction: The Cutting Edge and Emerging Challenges," in *Analytics of Building-Scale Ecosystems*, Yong X. Tao and Yi Jiang, eds., Begel House, 2015.

Lu T, Lü X, and Kibert C, "A hybrid numerical-neural-network model for building simulation: a case study for the simulation of unheated and uncooled indoor temperature," *Energy and Buildings*, January 2015, Pages 723–734

Grant, A., Ries, R. and Kibert, C. "Life Cycle Assessment and Service Life Prediction – A Case Study of Building Envelope Material," *Journal of Industrial Ecology*, April 2014, 8(11), pp. 187-200.

INGRID KLEESPIES

Department: Languages, Literatures and Cultures
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: UC Berkeley
 Number of Theses Supervised: None

Yr. of Appointment: 2004

Tenured: Yes

Position: Associate Professor

Courses Taught: RUT 3442, RUS 3400, RUS 1130, RUS 4930

Languages: 4

Proficiency (speaking, reading or writing): English (Excellent), Russian (Excellent), Polish (Excellent), French (Good)

Countries visited for research or teaching purposes: Russia, Poland, Slovakia, Czech Republic

Research/teaching specialization: Russian language, Nineteenth and twentieth century Russian literature, Literary theory and criticism, Polish language, Nineteenth and twentieth century Polish literature, College-Level Writing and composition

Language Pedagogy Background

Second-Language Acquisition Training, UC Berkeley, 1999-2000 and Seminar in reading and composition pedagogy, College Writing Department, UC Berkeley (2002)

Recent Publications and Activities:

"Riding the Soviet Iron Horse: A Reading of Viktor Turin's *Turksib* through the Lens of John Ford." Forthcoming in the *Slavic Review*, 77.2 (Summer 2018).

A Nation Astray: Nomadism and National Identity in Russian Literature. DeKalb: Northern Illinois UP, 2012.

"Traveling Domestics: The Penates and the Poet in Pushkin's Lyric Verse." *Pushkin Review* 15 (2012): 27-51.

STEVEN KLEIN

Department: Political Science

Percentage of time devoted to Europe: 70%

Institution granting your Ph.D. (or final degree): University of Chicago

Number of Theses Supervised: none

Languages: 2

Yr. Of Appointment: 2017

Tenured: No

Position: Assistant Professor

Courses Taught: Introduction to Political Theory,
Democratic TheoryProficiency (speaking, reading or writing): English (Native),
German (Good, Excellent, Good)

Countries visited for research or teaching purposes: Germany, Italy, England

Research/teaching specialization: European social and political thought (especially 19th and 20th century Germany),
theories of the welfare state, democratic theory, critical social theory

Recent Publications:

"Fictitious Freedom: A Polanyian Critique of the Republican Revival," American Journal of Political Science, Early View Online.

"Between Charisma and Domination: On Max Weber's Critique of Democracy," Journal of Politics, 79, no. 1 (January 2017): 179-192.

"Fit to Enter the World': Hannah Arendt on Politics, Economics, and the Welfare State, American Political Science Review 108, no. 4 (November 2014): 856-869.

ERIC KLIGERMAN

Department: Languages, Literatures, and Cultures

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Michigan

Number of Theses Supervised: None

Languages: 2

Yr. Of Appointment: 2000

Tenured: Yes

Position: Associate Professor

Courses Taught: GET 3581/JST 3930, GET 3580, GEW
6900, ENG 4135/GET 3930, JST 3930, JST 4936, GET
3930, GEW 6205, GEW 6736, GEW 6286Proficiency (speaking, reading or writing): English
(Excellent), German (Excellent)

Countries visited for research or teaching purposes: Germany, Switzerland, Austria

Research/teaching specialization: Postwar German literature, culture, visual media, Holocaust studies, Jewish studies,
Psychoanalysis, Critical theory

Recent Publications:

"The Antigone Effect: Reinterring the Dead of 'Night and Fog' in the German Autumn." *New German Critique*. Winter 2011"Message in a Bottle," *Ha TANIN* 19:8 (2008).

"Sites of the Uncanny: Paul Celan, Specularity and the Visual Arts Berlin ", Germany: de Gruyter (2007).

ROBERT W. KNECHEL

Department: Accounting

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: University of North Carolina at Chapel Hill

Number of Theses Supervised: None

Languages: 1

Yr. Of Appointment: 1981

Tenured: Yes

Position: Professor

Courses Taught: ACG 6657, ACG 6635

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: The Netherlands, Denmark, Portugal, Ireland, Czech Republic, Spain, Greece, UK, Germany, Belgium, Slovakia

Research/teaching specialization: Auditing, Risk Management and Financial Accounting, Issues related to assurance, control, performance measurement, and auditing.

Recent Publications:

"Meta-regression in auditing research: Evaluating the evidence on the Big N audit firm premium" (with D. Hay). Auditing: A Journal of Practice & Theory (2016, forthcoming).

"If You Want My Advice: Status Motives and Audit Consultations about Accounting Estimates" (with J. Leiby). Journal of Accounting Research (2016, forthcoming)

"Audit Quality and Regulation". The International Journal of Auditing (2016, forthcoming).

MARTHA KOHEN

Department: School of Architecture

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: Cambridge University

Number of Theses Supervised: None

Languages: 3

Yr. Of Appointment: 2003

Tenured: Yes

Position: Professor

Courses Taught: ARC 2201, ARD 7979, ARC 6911

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Excellent), Italian (Excellent)

Countries visited for research or teaching purposes: UK, Italy

Research/teaching specialization: Landscape architecture, Urban planning

Recent Publications:

"Montevideo: City and Port Like Siamese Twins," *Portus* 1.2 (2001): 20-27."New Urban Waterfronts: A Developing Process for the Southern Countries of Latin America," in *The Maturity of the Waterfront*, Bruttomesso R. (ed.), Padova, Italy: Marsilio (1999)."Habitat of the Urban Man and the Natural Man: The Beaches and Coastline of Montevideo," *Aquapolis* 3.2 (1998): 14-21.

TANYA KOROPECKYJ-COX

Department: Sociology and Criminology & Law

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: Univ. of Pennsylvania

Number of Theses Supervised: 40

Languages: 5

Yr. Of Appointment: 2000

Tenured: Yes

Position: Associate Professor

Courses Taught: SYA 4930, SYA 7933, SYD 4021, SYG 2430

Proficiency (speaking, reading or writing): English (Excellent), Russian (Good), Ukrainian (Good), German (Fair), Spanish (Fair)

Countries visited for research or teaching purposes: Ukraine, Israel, Belgium, Luxembourg, The Netherlands

Research/teaching specialization: Family and childlessness issues among older adults, attitudes about gender, family, and childbearing among young adults.

Recent Publications:

Oh, Hunhui, Monika Ardelet, and Tanya Koropecjy-Cox. "Daughters' Generation: The Importance of Having Daughters Living Nearby for Older Korean Immigrants' Health." *Journal of Family Issues*. Accepted, in press.Koropecjy-Cox, Tanya, Zeynep Copur, Victor Romano, and Susan Cody-Rydzewski. "University Students' Perceptions of Parents and Childless/Childfree Couples." *Journal of Family Issues*. Published online November 30, 2015, doi:10.1177/0192513X15618993Koropecjy-Cox, Tanya, and Zeynep Copur. 2015. "Attitudes about Childlessness and Infertility Treatments: A Comparison of Turkish and American University Students." *Journal of Comparative Family Studies* 46: 373-402.**CHRYSOSTOMOS KOSTOPOULOS**

Department: Center for European Studies and Classics

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Wisconsin-Madison

Number of Theses Supervised: None

Languages: 5

Yr. Of Appointment: 2003

Tenured: N/A

Position: Lecturer

Courses Taught: CLA 3930/ EUS 3930, CLA 3114, CLA 3930, GRK 1131, GRK 1130, GMT 3513/EUS 3930

Proficiency (speaking, reading or writing): English (Excellent), French (Good), Greek (Excellent), Latin (Excellent), German (Good)

Countries visited for research or teaching purposes: Greece

Research/teaching specialization: Modern Greek language, culture and civilization from ancient to modern times, Modern Greek ethnicity and identity, Astrology as a political factor in the Graeco-Roman world

Language Pedagogy Background

Macricostas Visiting Endowed Chair of Hellenic and Modern Greek Studies, Western Connecticut State University

Recent Publications and Presentations:

"Unity in Diversity: Greece and the European Union Dilemma," Western Connecticut State University (April 2012).

"Translating Nikos Kavvadias Poetry into English," *OLME* 90 (2008): 35-48."Cheiron in Ameica: Myth and Allegory in the Centaur of John Updike," *Omprela* 76 (2007): 57-60 (in Greek).

AGATA OLGA KOWALEWSKA

Department: Center for European Studies, UF Distance and Continuing Education

Yr. Of Appointment: 2013

Tenured: No

Percentage of time devoted to Europe: 50%

Position: Adjunct Lecturer

Institution granting your Ph.D. (or final degree): Virginia Polytechnic Institute and State University

Number of Theses Supervised: 3 MPH capstone internships Courses Taught: EUS 3938, EUS 6905, POL 1130, POL 1131.

Languages: 3

Proficiency (speaking, reading or writing): Polish (native), English, (excellent) Russian (poor)

Countries visited for research or teaching purposes: Europe - Poland, other: Haiti, Nepal, Tajikistan.

Research/teaching specialization: Nutrition and dietetics, Community nutrition in US and internationally

Language Pedagogy Background: none

Recent Publications:

Anderson, HS, Wood EA, Kowalewska A, McKune SL. (under revision) Household remoteness and patterns of food production, consumption and acquisition in Tajikistan. *International Journal of Agricultural Extension*.

Wood, E., McNamara, K., Kowalewska, A., and Ludgate, N. (under review) Household decision-making around food in rural Tajikistan. *Food & Nutrition Research*.

Serrano E, Kowalewska A, Hosig K, Fuller C, Fellin L, Wigand V. Status and goals of local school wellness policies in Virginia: a response to the child nutrition and WIC Reauthorization Act of 2004. *J Nutr Educ Behav*. 2007;39(2):95-100

SHERYL KROEN

Department: History

Yr. Of Appointment: 1994

Tenured: Yes

Percentage of time devoted to Europe: 100%

Position: Associate Professor

Institution granting your Ph.D.: University of California

Berkeley

Number of Theses Supervised: 7

Courses Taught: EUS 4932, EUS 6932, EUS 3205, EUH 3930, EUH 3931, EUH 4610, EUH 4930, HIS 4956, EUH 5934

Languages: 3

Proficiency (speaking, reading or writing): English (Excellent), French (Excellent), German (Good)

Countries visited for research or teaching purposes: France, The Netherlands, Germany, UK

Research/teaching specialization: Post-WWII Europe, the Marshall Plan and the EU (with a particular emphasis on France, Germany, and Britain); Capitalism and Europe

Recent Publications:

"From the Rubble to the Europe Train, 1945-1953." (in progress)

"Politique et théâtralité sous la la Restauration," *Revue d'histoire du XIXeme siècle* (special issue: La Restauration revisitée, edited by C. Christen-Lécuyer et E. Fureix) 35 (2007): 2.

"La Théâtralité festive: la Restauration et l'héritage démocratique de la Révolution Française," in *La Lutte pour la Représentation: la Politique symbolique en France, 1789-1830*, Scholz N. (ed.), Presses Universitaires de Rennes (2007).

JACK KUGELMASS

Department: Jewish Studies and Anthropology
 Percentage of time devoted to Europe : 100%
 Institution granting your Ph.D.: New School for Social Research, NY
 Number of Theses Supervised: N/A

Languages: 3

Yr. Of Appointment: 2005

Tenured: Yes

Position: Professor

Courses Taught: ANT 3930, JST 3930, REL 3938/ANT 3930, JST 4905, JST 4940, JST 4970

Proficiency (speaking, reading or writing): English (Excellent), Hebrew (Excellent), Polish (Excellent)

Countries visited for research or teaching purposes: Poland

Research/teaching specialization: East European & American Jews, Israel, New York City festivals, food, humor, ethnicity, urban studies, and photography.

Recent Publications:

Sifting the Ruins: Émigré Jewish Journalists' Return Visits to the Old Country, 1946-1948. University of Michigan Press. 2014

"I'm a Gentile!" Border Dramas and Jewish Continuity." in *Dynamic Belonging: Contemporary Jewish Collective Identities*, Harvey Goldberg, Steven M. Cohen, and Ezra Kopelowitz (eds.). Berghan Brooks. 2013

"Rites of the Tribe: The Meaning of Poland for American Jewish Visitors." in *Tourists and Tourism: A Reader*, Sharon Bohn Gmelch (ed.). Waveland Press. 2010

DRAGAN KUJUNDZIC

Department: Jewish Studies
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: University of Southern California
 Number of Theses Supervised: 4

Languages: 10

Yr. Of Appointment: 2004

Tenured: Yes

Position: Professor

Courses Taught: GEW 6900, JST 3930, LIT 4930, JST 4936, RUT 3442, ENG 4133, FOT 6810/GEW 6900

Proficiency (speaking, reading or writing): English (Excellent), French (Excellent), German (Excellent), Russian (Excellent), Serbian-Croatian (Excellent), Slovenian (Good), Macedonian (Good), Bulgarian (Good), Czech (Good), Polish (Good)

Countries visited for research or teaching purposes: Italy, England, Russia, Czech Republic, Bulgaria, Serbia, France, Germany

Research/teaching specialization: Jewish Diaspora in Europe, European philosophy, Geo and bio-politics of the Balkans, the South Slavic cinema and literature, War in the former Yugoslavia, the Danube

Recent Publications:

"Provocations to Reading: Essays for a Democracy To Come", (eds.) New York: Fordham University Press (Forthcoming). (co-author: B. Cohen).

"J", Special Issue (guest editor and Introduction), *Critical Inquiry* (2005).

Essays on the French philosopher Emmanuel Levinas in relation to the Holocaust, the Danube and European Philosophy, Jewish Diaspora and the work of Erich Auerbach, an edited volume dedicated to the work of the French-Algerian-Jewish philosopher Jacques Derrida, related to European philosophy.

HEIDI J. LANNON

Department: Geography

Percentage of time devoted to Europe: 33%

Institution granting your Ph.D. (or final degree): University of Florida

Number of Theses Supervised: 0

Languages: 2

Yr. Of Appointment: 2015

Tenured: No

Position: Adjunct Professor

Courses Taught: GEA 3500 , GEA 3600 , GEO 6348/GEO 3341, GEO 2420, GEA 1000 , GEA 2270 , GEO 2200C, GEO 2201

Proficiency (speaking, reading or writing): Language - English (excellent), French (decent)

Countries visited for research or teaching purposes: United Kingdom, Ireland, Malta, France, Italy, Ecuador, Ghana, Costa Rica

Research/teaching specialization: Geomorphology, Regional Geography, Underrepresented Populations in Geography, Geographic Education and Undergraduate Recruitment

Recent Publications:

Rahn, J. L., Lannon, H. J. L., & Mossa, J. (2015). Diver depth-gauge profiling beyond wading depths: a new simple method for underwater surveying. *Journal of Coastal Research*, 31(2)

Lannon, H. J. L., & Mossa, J. (1997). Coastal Geography of Central Atlantic Florida. National Council for Geographic Education, In "Growth, Technology and Geographic Education in Central Florida: Images and Encounters", Oldakowski,

DAIL LAUGHINGHOUSE IV

Department: Applied Phycology

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: University of Maryland

Number of Theses Supervised: 14

Languages: 4

Yr. Of Appointment:

Tenured: No

Position: Assistant Professor

Courses Taught:

Proficiency (speaking, reading or writing):

Countries visited for research or teaching purposes:

Research/teaching specialization: environmental triggers for blooms; algae control and mitigation

Recent Activities & Publications:

Participant, Exploratory Partnership Trip, Romania, 2018

"Nutrient Solution Concentration and Collection Time in Phtomass Production, Content, Yield, and Chemical Composition of Essential Oil of Rosemary." with VDS Frescura, AA Boligon, FM Barbosa, JM de Souza, MA Lerner,... *Journal of Plant Nutrition* . 2018"High Diversity within the Periphyton Community of an Algal Turf Scrubber on the Susquehanna River." with P Kangas, W Mulbry, W Adey. *Ecological Engineering* . 2017

MICHAEL LESLIE

Department: Telecommunications

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: University of Washington

Yr. Of Appointment: 1995

Tenured: Yes

Position: Associate Professor

Number of Theses Supervised: 14

Languages: 4

Courses Taught: MMC 5306, MMC 5708, MMC 6615,
MMC 6936, MMC 6939, RTV 3101Proficiency (speaking, reading or writing): English
(Excellent), French (Excellent), Spanish (Excellent),
Portuguese (Good)

Countries visited for research or teaching purposes: France, Belgium

Research/teaching specialization: Communications/information technologies and learning, Images of women and minorities
in media, International/intercultural communication

Recent Publications:

"The Dragon Shapes Its Image: A Study of Chinese Media Influence Strategies in Africa." *African Studies Quarterly*,
special issue on China-Africa Relations: Political and Economic Engagement and Media Strategies, Volume 16, Issue 3-4,
December 2016, pp. 161-174. <http://asq.africa.ufl.edu/current-issue/>.

"Chinese English Learners' Strategic Competence." *Journal of Psycholinguistic Research*, Volume 44, Issue 6, December
2015, pp. 701-714. doi:10.1007/s10936-014-9313-7

"The Cross-Cultural Academic Adaptation of Chinese Students in American Universities: Academic Challenges, Influential
Factors and Coping Strategies." Submitted to *Journal of College Student Development*, 2014

ANN LINDELL

Department: George A. Smathers Libraries

Percentage of time devoted to Europe: 25%

Institution granting your M.L.I.S.: University of South Carolina

Yr. Of Appointment: 1995

Tenured: Yes

Position: Associate University Librarian

Number of thesis Supervised: NA

Languages: 1

Courses taught: NA

Proficiency: English (Excellent)

Countries visited for research purposes:

Areas of Responsibility: Head Librarian Architecture and Fine Arts; responsible for the collections in Architecture,
Building Construction, Interior Design, Landscape Architecture, Urban & Regional Planning

Recent Publications and Activities:

Exhibitor at Florida Craftsmen Annual Holiday Show and Sale, St. Petersburg, Florida

Exhibitor at Gainesville Artists' Cooperative, Annual Members Exhibition, The Gallery, UF J.W. Reitz Union, Gainesville,
Florida

"Web tools for collection managers", *Collection Building* 17(2) (1998) with Shelley Arlen, Nanji, Razia; and Colleen
Seale

LAWRENCE LOKKEN

Department: College of Law

Percentage of time devoted to Europe: 100%

Institution granting Ph.D.: University of Minnesota

Number of thesis Supervised: 2

Languages: 1

Yr. Of Appointment: 1994

Tenured: Yes

Position: Eminent Scholar and Professor Emeritus

Courses taught: LAW 6930, LAW 7615

Proficiency (speaking, reading or writing): English

Countries visited for research purposes: Germany, The Netherlands, Poland, Switzerland

Research and teaching specialization: International taxation

Recent publications:

"Fundamentals of International Taxation," (2009).*"Federal Taxation of Income, Estates & Gifts",* (six volumes; various dates thru 2005)*"Income Effectively Connected with U.S. Trade or Business: A Survey and Appraisal", 86 Taxes* 57 (2008).**GILLIAN LORD WARD**

Department: Spanish and Portuguese Studies

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: Penn. State University

Number of Theses Supervised: 17

Languages: 2

Yr. Of Appointment: 2001

Tenured: Yes

Position: Professor

Courses Taught: SPN 2240, SPN 3300, SPN 4780, SPN 4930, SPN 6735, SPN 6785, SPN 6940,

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Excellent).

Countries visited for research or teaching purposes: Spain

Research/teaching specialization: Spanish linguistics and language construction, Phonetics and phonology.

Language Pedagogy Background

Tal Como Suena: Explorando la pronunciación española . Series of six online modules developed for incorporation into

Recent Publications and Activities:

Social Networking and Language Learning.” In *The Handbook of Language Learning and Technology*, ed. F. Farr & L. Murray. London: Routledge, forthcoming 2015. (with Lara Lomicka)“Program Articulation and Management.” In press. *The Handbook of Hispanic Applied Linguistics*, ed. Manel Lacorte. London: Routledge. 2014. (With Christina Isabelli)

Language Program Direction: From Theory to Practice. Upper Saddle River, NJ: Pearson [Professional Series]. 2013. [monograph]

EMILY MADDEN

Department: George A. Smathers Libraries
 Percentage of time devoted to Europe: 25%

Institution granting your degree.: N/A

Number of thesis Supervised: None

Languages: 1

Countries visited for research purposes: None

Areas of Responsibility: Price Library of Judaica. The Price Library of Judaica is especially strong in social, political, intellectual and communal history, Hebrew and Yiddish linguistics and literature, Israel, Zionism, Hebrew Scriptures,

Yr. Of Appointment:

Tenured: NA

Position: Senior Library Technical Assistant

Courses taught: None

Proficiency: English (Excellent)

PAUL MAGNARELLA

Department: Anthropology and Criminology & Law
 Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: Harvard University

Number of Theses Supervised: 18

Languages: 4

Yr. Of Appointment: 1979

Tenured: Yes

Position: Professor Emeritus

Courses Taught: ANT 4273, ANT 4930, ANT 6276, ANG 6273, ANG 6930, LAW 6936

Proficiency (speaking, reading or writing): English (Excellent), Turkish (Good), Italian (Fair), French (Poor)

Countries visited for research or teaching purposes: Turkey, Italy, France, UK, The Netherlands, Bosnia and Herzegovina, Serbia and Montenegro, Austria, Cyprus, Greece, Bulgaria, Germany, Switzerland, Spain, Portugal, Malta, Belgium, Luxemburg, Czech Republic, Slovakia

Research/teaching specialization: Political Anthropology, Humanitarian Law, Legal Anthropology, Human Rights, Cultural Diversity

Recent Publications:

"Universalism versus Exceptionalism: Human Rights and the Asian Values Critique," *The Oriental Anthropologist* (Allahabad Univ., India) 4.1 (2004): 60-76.

"The What and Why of Terrorism?," *Anthropology News* (2003): 6.

"Questioning the Universality of Human Rights," *Human Rights and Human Welfare* 3.1 (2003): 15-25.

ROGER MAIOLI DOS SANTOS

Department: English

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D. (or final degree): Johns Hopkins University

Number of Theses Supervised:

Languages: 6

Yr. Of Appointment: 2016

Tenured: No

Position: Assistant Professor

Courses Taught: ENL 3112, ENL 6236

Proficiency (speaking, reading or writing): Portuguese, English, French, German, Spanish, Italian

Countries visited for research or teaching purposes:

Research/teaching specialization: philosophy and imaginative literature in Britain and France during the Enlightenment

Recent Publications:

Empiricism and the Early Theory of the Novel: Fielding to Austen (Palgrave Macmillan, 2016, forthcoming)

“Empiricism and Henry Fielding’s Theory of Fiction,” *Eighteenth-Century Fiction*, 27, 2, Winter 2014-15.“David Hume, Literary Cognitivism, and the Truth of the Novel,” *SEL Studies in English Literature 1500-1900*, 54, 3, Summer 2014.**PEDRO MALAVET**

Department: College of Law

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D. (or final degree): Georgetown University Law Center

Number of Theses Supervised: N/A

Languages: 1

Yr. Of Appointment: 1995

Tenured: Yes

Position: Professor

Courses Taught: LAW 6250, LAW 6930, LAW 6936

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: Brazil

Research/teaching specialization: European Union law, Comparative law, principally the Civil Code and notarial law

Recent Publications and Activities:

Cuba, Puerto Rico, the Civil Code and the Problem of Transculturation, 29 *Florida Journal of International Law* 197 (Fall 2017), Cuba, Puerto Rico, el Código Civil y el Problema de la Transculturación, 29 *Florida Journal of International Law* 197-S (Spanish) (Otoño 2017).*Law and Policy in the Americas* Conference with the University of Havana Law School (July 2017)*Cluster Introduction: Puerto Rico: Interrogating Economic, Political, and Linguistic Injustice*, 42 *Cal. Western Int’l L.J.* 393-405 Spring 2012

GARY MCGILL

Department: Accounting

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: Texas Tech University

Number of Theses Supervised: 21

Languages: 1

Yr. Of Appointment: 1986

Tenured: Yes

Position: Professor

Courses Taught: ACG 6265, TAX 6505

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: Sweden, The Netherlands

Research/teaching specialization: Professional Decision Making in a Tax Context, Tax Policy and Urban Economics, Multi-jurisdictional Taxation

Recent Publications and Activities:

"Risky Business: The Prosopography of Tax Planning Structures," National Tax Journal, December 2014, 67(4), 851–874 (with M. Donohoe and E. Outslay).

"Back to the Drawing Board: The Structural and Accounting Consequences of a Switch To a Territorial Tax System," National Tax Journal, September 2013, 66(3): 713-744 (with M. Donohoe and E. Outslay).

"Through a Glass Darkly: What Can We Learn about a U.S. Multinational Corporation's International Operations from Its Financial Statement Disclosures?" National Tax Journal, December 2012, 65(4): 961-984 (with M. Donohoe and E. Outslay).

TIMOTHY MCLENDON

Department: College of Law

Percentage of time devoted to Europe: 25%

Institution granting your J.D.: University of Florida

Number of Theses Supervised: None

Languages: 7

Yr. Of Appointment: 1997

Tenured: No

Position: Assistant In Law & Staff Attorney

Courses Taught: POS 4931, LAW 6936

Proficiency (speaking, reading or writing): English (Excellent), German (Excellent), French (Good), French (Poor), Portuguese (Poor), Czech (Poor), Slovak (Poor)

Countries visited for research or teaching purposes: Austria, Poland, Belgium

Research/teaching specialization: Constitutional and Comparative Law, Land Use Law, EU Law

Recent Publications:

"*Economic Impacts of Historic Preservation in Florida*," Tallahassee: Florida Department of State (2002). (co-author: Klein J.).

"Summary of Florida Historic Preservation Law," *Florida Environmental & Land Use Law Treatise* 27.1 (2001): 1-20.

"Institutional and Political Development of the European Union: A Context for the 2004 European Parliamentary Elections", in *The European Union Expansion: Communicating Shared Sovereignty in the Parliamentary Elections*, Kaid L.L. (ed.) (2008).

BARBARA MENNEL

Department: English and LLC

Percentage of time devoted to Europe: 80%

Institution granting your Ph.D.: Cornell University

Number of Theses Supervised: 4

Languages: 8

Yr. Of Appointment: 2004

Tenured: Yes

Position: Associate Professor

Courses Taught: ENG 4135, GET 3930, ENG 4135/GET 3930, ENG 6137, GET 6295, EUS 4930, LIT 4483, GEW 4930, GEW 6900, GEW 6901, WST 4930

Proficiency (speaking, reading or writing): English (Excellent), German (Excellent), Turkish (Good), French (Fair), Italian (Fair), Spanish (Fair), Portuguese (Fair)

Countries visited for research or teaching purposes: Germany, Austria, UK, Turkey, France

Research/teaching specialization: Cinema, Cultural Studies, Feminist Theory, Queer Studies, German language, German cinema, Turkish cinema, Film theory

Recent Publications and Activities:

“‘Als würde man einem Gefühl, einer Spur folgen...’: Die Film Regisseurin Aysun Bademsoy im Gespräch.” (With Aysun Bademsoy) *Deutsch-Türkische Filmkultur im Migrationskontext*. Ed. Ömer Alkın. Wiesbaden: Springer, 2017. 151-165.

“From Utopian Collectivity to Solitary Precarity: Thirty Years of Feminist Theory and the Cinema of Women’s Work.” *Women in German Yearbook 30* (2014): 125–137.

"Ming Wong's Imitations." *Transit: A Journal of Travel, Migration and Multiculturalism in the German-Speaking World* <http://transit.berkeley.edu/2014/mennel-2/> 9.2 (2014): n.p..

JON MILLS

Department: College of Law

Percentage of time devoted to Europe : 25%

Institution granting your J.D.: University of Florida

Number of Theses Supervised: N/A

Languages: 1

Yr. Of Appointment: 1995

Tenured: Yes

Position: Professor and Dean Emeritus

Courses Taught: LAW 6965, LAW 6930, LAW 6936

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: The Netherlands, Poland, UK

Research/teaching specialization: International Environment and Trade, Constitutional Law, Legislative Drafting

Recent Publications and Presentations:

PRIVACY IN THE NEW MEDIA AGE, University Press of Florida, 2015

The Future of Privacy in the Surveillance Age in *AFTER SNOWDEN: NATIONAL SECURITY, PUBLIC INFORMATION, AND THE AFTERMATH OF THE SNOWDEN AFFAIR*, Thomas Dunne Books: St. Martin Press (Ronald Goldfarb, ed., May 2015)

At Issue: Can Edward Snowden be considered a whistleblower? *CQ RESEARCHER* 113 (Jan. 31, 2014)

XIMENA MOORS

Department: Spanish and Portuguese Studies
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: University of Florida
 Number of Theses Supervised: None

Languages: 3

Yr. Of Appointment: 1992

Tenured: N/A

Position: Lecturer

Courses Taught: SPN 4314, SPN 3300, SPN 2200, SPN 2201, SPN 3301, SPN 3350, SPN 3414, SPN 4420
 Proficiency (speaking, reading or writing): English (Excellent), Spanish (Excellent), French (reading knowledge)

Countries visited for research or teaching purposes: Spain

Research/teaching specialization: Spanish language, literature, and culture

Recent Publications:

“Para una arqueología del testimonio: el rol de la Iglesia Católica en una producción textual (1973-1991).” *Revista Iberoamericana* 60.168-169 (julio-diciembre 1994): 1161-1176.

“Del amor y otras diligencias personales,” “Relectura del Génesis,” “A Judith, la mujer fuerte de la Biblia.” Ximena Alén Fischer. *Letras Femeninas* 24, nos.1-2 (Primavera-Otoño 1998): 237-239.

De este mundo y el otro. Ximena Alén Fischer, Editorial Salvat, Barcelona, España, 1989.

BRYON MORASKI

Department: Political Science
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: University of Iowa
 Number of Theses Supervised: 23

Languages: 2

Yr. Of Appointment: 2001

Tenured: Yes

Position: Associate Professor

Courses Taught: CPO 3633, CPO 2001, CPO 3614, POS 6933, CPO 6732, CPO 6735
 Proficiency (speaking, reading or writing): English (Excellent), Russian (Excellent)

Countries visited for research or teaching purposes: Russia, Armenia, Georgia

Research/teaching specialization: Comparative Politics, Post-Communist Politics, Democratization, Elections and Political Parties

Recent Publications:

Reisinger, William M. and Bryon J. Moraski. *The Regional Roots of Russia's Political Regime*. Ann Arbor, MI: The University of Michigan Press. 2017

“Adapting to Closed-list Proportional Representation: Lessons from Ukraine.” *Journal of Elections, Public Opinion & Parties* 27(2). 2017

“Reverse Coattail Effects in Undemocratic Elections: An Analysis of Russian Locomotives.” *Democratization* 24(4). 2017

GREGORY MORELAND

Department: Spanish and Portuguese Studies

Percentage of time devoted to Europe: 75%

Institution granting your Ph.D.: University of Florida

Number of Theses Supervised: 4

Languages: 4

Yr. Of Appointment: 1996

Tenured: No

Position: Senior Lecturer

Courses Taught: SPN 3224, SPN 3440, SPN 3442, SPN 3930, SPN 3300, SPN 3301, SPN 4420

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Excellent), Portuguese (Fair), French (Poor)

Countries visited for research or teaching purposes: Spain, Argentina, Mexico, Brazil, Puerto Rico, Panama, Colombia

Research/teaching specialization: Latin American culture (especially business culture, U.S.-Latin American relations, music in Spanish), Pop-culture in Spanish-speaking world, Languages across the curriculum.

Language Pedagogy Background

1996 - present Director, FLAC (Foreign Languages Across the Curriculum) at Florida program

Recent Presentations:

The Business and Culture of International Soccer. Bloomington, IN: CIBER Conference on the Business of Language: Educating the Next Generation of Global Professionals (2013).

Professor as Student on Study Abroad: What Can We Truly Gain from the Study Abroad Experience? Chapel Hill, NC: CIBER Conference on Building Bridges from Business Languages to Business Communities

ROBERT MUELLER

Department: School of Art and Art History

Percentage of time devoted to Europe: 25%

Institution granting your M.F.A.: Arizona State University

Number of Theses Supervised: 18

Languages: 2

Yr. Of Appointment: 1989

Tenured: Yes

Position: Associate Professor

Courses Taught: ART 2930C, ART 4402, ART 4930

Proficiency (speaking, reading or writing): English (Excellent), Greek (Poor)

Countries visited for research or teaching purposes: Iceland, Greece

Research/teaching specialization: Lithography, Intaglio, Collaborative printmaking

Recent Publications and Exhibits:

Solo Exhibition: "*Fata Morgana*". Works about 'Solo Excursions in the Wilds of Iceland', Myers Gallery – Living Art Space, Tulsa, Oklahoma (2006).

"SOFA Exposition" (Invitational)- Exhibited at the Navy Pier in Chicago, IL. Artist book. Title: "Icelandic Field Notes: Solo Wilderness Journal of Time, Place and Unusual States of Mind" (2004).

Authored interview 'Kenneth Kerslake- A Conversation.' Published in "Graphic Impressions" – the journal of the Southern Graphics Council. Three pages including on of Kenneth Kerslakes images. Editor: Michael Connors (2004).

CAROL MURPHY

Department: Languages, Literatures and Cultures
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: University of Pennsylvania
 Number of Theses Supervised: 37

Yr. Of Appointment: 1979

Tenured: Yes

Position: Professor

Courses Taught: FRE 4930, FRW 6900, FRW 7979, WST 3930, FRW 4324, FRW 6328, FRW 6825, FRW 7980

Languages: 4

Proficiency (speaking, reading or writing): English (Excellent), French (Excellent), Italian (Poor), German (Poor)

Countries visited for research or teaching purposes: France, UK

Research/teaching specialization: 20th-century French prose

Recent Publications:

“Notices sur L’Amante anglaise, Les Viaducs de la Seine et Oise, La Danse de mort, Home” in Dictionnaire Duras, Etabli par Bernard Alazet et Christiane Blot-Labarrère. Paris: Editions Honoré Champion, 2015.

“Ecrire à l’infinitif: des territorialités durassiennes” dans Marguerite Duras: passages, croisements, rencontres. Rennes: Presses universitaires de Rennes, 2015. Forthcoming.

“Going with the flow: Duras’s changing economies of desire.” Contemporary French and Francophone Studies: Sites. Volume 19: 4-5, 2015

WINSTON NAGAN

Department: College of Law
 Percentage of time devoted to Europe: 25%
 Institution granting your Ph.D.: Yale University
 Number of Theses Supervised: N/A

Yr. Of Appointment: 1975

Tenured: Yes

Position: Professor

Courses Taught: LAW 6260, LAW 6286, LAW 6936, LAW 6930

Languages: 1

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: Austria, former Yugoslavia

Research/teaching specialization: Conflict of laws, International law, Human rights, Jurisprudence

Recent Publications:

Anticipation, Prediction, Future of the Public Order of the World Community and International Law ,First International Conference on Anticipation, Trento, Italy, co-sponsored by UNESCO (Nov. 2015).

An Essay and Comment on Oren Gross’, The New Way of War: Is There a Duty to Use Drones?, Fla. L. Rev. 20 (Spring 2015).

Introduction: The New Paradigm of Political Economic Theory (forthcoming Winter 2015, Eruditio).

EDIT NAGY

Department: Center for European Studies

Percentage of time devoted to Europe: 100%

Institution granting your M.A.: University of Pecs, Hungary

Number of Theses Supervised: None

Languages: 3

Yr. Of Appointment: 2004

Tenured: N/A

Position: Hungarian Studies Lecturer

Courses Taught: EUS 3930, EUS 3939, EUS 4905, EUS 3938, EUS 3220, EUS 3937, HNG 1130, HNG 1131, HNG 1180, HNG 1182, HNG 2220, HNG 2221, HNG 6060, EUH 3931

Proficiency (speaking, reading or writing): English (Excellent), Hungarian (Excellent), Russian (Fair)

Countries visited for research or teaching purposes: Hungary

Research/teaching specialization: Hungarian language and Economic History, Socialist economic system, Socialist law system (Eastern Europe 1945-1990)

Language Pedagogy Background

Four semesters experience teaching Hungarian language beginning through advanced levels.

M.A degree in Hungarian Language and Literature, with Certificate in *Teaching Hungarian as a Foreign Language*

Recent Publications and Activities:

"Legal Background of the Sabotage Cases (1946-1948) [in Hungarian]," *Kutatasi Fuzetek* 13 (2009): 186-203.**ANDY NARANJO**

Department: Finance

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: Claremont Graduate University

Number of Theses Supervised: 30

Languages: 2

Yr. Of Appointment: 1993

Tenured: Yes

Position: Professor

Courses Taught: GEB 6365, FIN 6638, FIN 6957

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Excellent)

Countries visited for research or teaching purposes: UK, Brazil, Canada

Research/teaching specialization: Financial economics, International finance, International corporate finance, Asset pricing, Real estate finance, Capital market linkages

Recent Publications and Activities:

"Returns and Information Transmission Dynamics in Public and Private Real Estate Markets" (with D. Ling), *Real Estate Economics*, 2015, Vol. 43, pp. 163-208."Corporate Socially Responsible Investments: CEO Altruism, Reputation, and Shareholder Interests" (with R. Borghesi and J. Houston), *Journal of Corporate Finance*, 2014, Vol. 26, pp. 164-181."Investor Sentiment, Limits to Arbitrage, and Private Market Returns" (with D. Ling and B. Scheick), *Real Estate Economics*, 2013, Vol. 41, pp. 1-47.

ANDREW G. NICHOLS

Department: Classics

Percentage of time devoted to Europe: 100%

Institution granting Ph.D.: University of Florida

Number of thesis Supervised: 5

Languages: Ancient Greek, Latin

Yr. Of Appointment: 2008

Tenured: No

Position: Adjunct Lecturer

Courses taught: CLA 3111; CLA 3433; CLA 3700; CLA 3930; GRW 3102

Proficiency:

Countries visited for research purposes: Italy

Research and teaching specialization: Greek and Latin languages and literatures; Greek, Roman, and Near Eastern history and civilizations; archaeology and topography

Recent Publications and Activities:

"The Iranian Concept of Aša and Greek Views of the Persians." *Studi Classici e Orientali* . 2016*Ctesias: On India. Translation and Commentary* . Bristol Classical Press. 2011**RICHARD NOLAN**

Department: Political Science

Percentage of time devoted to Europe: 50%

Institution granting Ph.D.: University of Florida

Number of thesis Supervised: None

Languages: 1

Yr. Of Appointment: 2002

Tenured:

Position: Senior Lecturer

Courses taught: CPO 2001, INR 2001, IINR 3502, INR 6067, INR 6967, INR 3603

Proficiency: English (Excellent)

Countries visited for research purposes: None

Research and teaching specialization: Public attitudes toward integration and the politics of the EU, International politics, U.S. foreign policy, Politics of development and population

Recent Publications and Activities:

"Leadership and Learning in Foreign Policy Decision Making: Eisenhower, Kennedy and the Nuclear Test Ban Treaty," *International Studies Association* (2001).

"Leadership and Learning in Foreign Policy: Preliminary Probes of Some Considerations for Analysis," Conference on Organizational and Societal Learning, Gainesville, FL (2001).

SHERRIE NUNN

Department: Languages, Literatures & Cultures
 Percentage of time devoted to Europe: 100%
 Institution granting your M.A.: University of Florida
 Number of Theses Supervised: None

Yr. Of Appointment: 1995

Tenured: N/A

Position: Senior Lecturer

Courses Taught: ITA 1130, ITA 2204, SPN 1130, SPN 1131

Languages: 3

Proficiency (speaking, reading or writing): English
 (Excellent), Italian (Excellent), Spanish (Excellent)

Countries visited for research or teaching purposes: Italy

Research/teaching specialization: Italian language, Spanish Language

Recent Activities & Publications:

Director, UF in Rome, Language and Culture

CONOR O'DWYER

Department: Center for European Studies and Political
 Science
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: University of California,
 Berkeley
 Number of Theses Supervised: 14

Yr. Of Appointment: 2004

Tenured: Yes

Position: Associate Professor

Courses Taught: EUS 3930, EUS 4212/POS 4931, CPO
 4731, POS 4931, CPO 6735, POS 6933

Proficiency (speaking, reading or writing): English
 (Excellent), Czech (Excellent), Polish (Excellent), German
 (Excellent), Slovak (Good), Spanish (Poor)

Countries visited for research or teaching purposes: Poland, Germany, Czech Republic, Slovakia, Sweden

Research/teaching specialization: Comparative Politics, Democratization, State-Building, Comparative Political Parties,
 Patronage Politics and Corruption, Decentralization and Governance, EU Expansion, Methodology (Quantitative and
 Qualitative).

Recent Publications:

Conor O'Dwyer. 2017. "The Struggle for LGBT Rights." In Adam Fagan and Petr Kopecký (eds.), *The Routledge Handbook of East European Politics*. London & New York: Routledge, 245-254.

Conor O'Dwyer and Peter Vermeersch. 2016. "From Pride to Politics: Niche-Party Politics and LGBT Rights in Poland," In Koen Sloopmaeckers, Heleen Touquet, and Peter Vermeersch (eds.), *The EU Enlargement and Gay Politics: The Impact of Eastern Enlargement on Rights, Activism and Prejudice* (London: Palgrave Macmillan): 123-146.

Conor O'Dwyer, "Remembering, Not Commemorating, 1989: The 20-Year Anniversary of the Velvet Revolution in the Czech Republic," In Michael Bernhard and Jan Kubik (eds.), *Twenty Years After Communism: The Politics of Memory and Commemoration* (New York: Oxford University Press, 2014): 171-192.

MONIKA OLI

Department: Microbiology and Cell Science

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: University of Alabama, Birmingham

Number of Theses Supervised:

Languages:

Yr. Of Appointment: 2011

Tenured: N/A

Position: Senior Lecturer

Courses Taught: ALS 4404; MCB 2006

Proficiency (speaking, reading or writing):

Countries visited for research or teaching purposes:

Research/teaching specialization:

Recent Activities & Publications:

Director, Medicine, Microbiology, and Health (UF in Holland, Germany, France, and Switzerland), 2018

DANIEL O'NEILL

Department: Political Science

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: University of California, Los Angeles

Number of Theses Supervised: 2+

Languages: 1

Yr. Of Appointment: 2003

Tenured: Yes

Position: Associate Professor

Courses Taught: POT 6505, POT 3302, POT 4052, POT 3001, POT 4013, POT 4053, POT 6505

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: UK

Research/teaching specialization: History of political thought, Liberalism, Conservatism, Feminism, Multiculturalism, Democratic Theory, Empire, American Political Thought

Recent Publications:

"Burke and Wollstonecraft: Contesting the Nation," in *Home and Nation in British Literature from the English to the French Revolutions*, ed. Tony Cousins and Geoffrey Payne (Cambridge: Cambridge University Press, forthcoming)"Edmund Burke, the 'Science of Man', and Statesmanship," in *Scientific Statesmanship, Governance and the History of Political Philosophy*, ed. Kyriakos N. Demetriou and Antis P. Loizides and (New York: Routledge, 2015), pp. 174-192"Revisiting the Middle Way: The Logic of the History of Ideas after More than a Decade" (*Journal of the History of Ideas*, Vol. 73, No. 4 [2012]: 583-592)

IDO OREN

Department: Political Science

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: University of Chicago

Number of Theses Supervised: 40+

Languages: 3

Yr. Of Appointment: 1999

Tenured: Yes

Position: Associate Professor

Courses Taught: INR 3603, INR 4083, INR 6607

Proficiency (speaking, reading or writing): English (Excellent), Hebrew (Excellent), French (Poor)

Countries visited for research or teaching purposes: Germany

Research/teaching specialization: International relations theory, international security, U.S. foreign policy, Knowledge and power

Recent Publications and Activities:

"IR Ideas as Reflections and Weapons of US Foreign Policy." in Andreas Gofas, Inanna Hamati-Ataya, Nicholas Onuf (eds.), *The SAGE Handbook of the History, Philosophy and Sociology of International Relations* . (in press)"A Sociological Analysis of the Decline of American IR Theory." *International Studies Review* . 2016How Can We Make Political Science Less Techno-Centric? Widen Rather than Narrow its Distance from Government." *Perspectives on Politics* . 2015**DAVID OSTROFF**

Department: Telecommunication

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: Ohio University

Number of Theses Supervised: 5+

Languages: 2

Yr. Of Appointment: 1985

Tenured: Yes

Position: Professor

Courses Taught: MMC 4302, MMC 5306, MMC 6400, MMC 6600

Proficiency (speaking, reading or writing): English (Excellent), French (Fair)

Countries visited for research or teaching purposes: Belgium, The Netherlands, Germany, France, Spain, UK

Research/teaching specialization: Media Policy, Electronic Communication in Business Industry, New Media Systems

Recent Publications and Activities:

"Engine of Content Diversity: A Brief Chronicle of Communication Satellite Policies," in Sofie Van Bauwel, Elle Van Damme, and Hans Verstraeten eds., *Diverse Media-Werelden* (2010). Ghent: Academia Press.

"Preparing American Journalism Students for the New Environment," 6th Annual Media Days University of Dubrovnik, Croatia (November 2010).

CHRISTINA OVERSTREET

Department: Languages, Literatures and Cultures
 Percentage of time devoted to Europe: 100%
 Institution granting your MA.: University of Florida
 Number of Theses Supervised: None

Languages: 3

Yr. Of Appointment: 1991

Tenured: No

Position: Master Lecturer

Courses Taught: GER 1125, GER 1126, GER 2200, GER 2240, GER 3234, GER 3300

Proficiency (speaking, reading or writing): English (Excellent), German (Excellent), French (Good)

Countries visited for research or teaching purposes: Germany

Research/teaching specialization: Using technology that enhances language and culture learning, Cross-cultural interaction, German language, Language instruction

Language Pedagogy Background

Director/Co-Director and Academic Advisor of the Overseas Studies Program in Mannheim, Germany (1993-2004, 2008).

Developing Discover German I and Discover German II in collaboration with Franz Futternecht as part of the "Provost's Initiative", Teaching WebCourses Discover German I and II (2009-present).

VICTORIA PAGAN

Department: Classics
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: University of Chicago
 Number of Theses Supervised: 8
 Languages: 2

Yr. Of Appointment: 2005

Tenured: Yes

Position: Professor

Courses Taught: LNW 3380, CLT 2044, LNW 6933

Proficiency (speaking, reading or writing): English (Excellent), Latin (Good)

Countries visited for research or teaching purposes: UK

Research/teaching specialization: Medical Terminology, English Vocabulary from Latin and Greek, Roman Civilization, Roman Agriculture

Recent Publications:

Tacitus. London and New York: I.B. Tauris Press. 2017

"Eurydice by Sarah Ruhl: The Power of Pretense," *Amphora* 12.1: 10-11, 21. 2015

Disciples of Flora: Gardens in History and Culture, coedited with Judi W. Page and Brigitte Weltman-Aron. Newcastle Upon Tyne: Cambridge Scholars Press. 2015

JUDITH PAGE

Department: English
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: University of Chicago
 Number of Theses Supervised: 14

Languages: 5

Yr. Of Appointment: 2000

Tenured: Yes

Position: Professor

Courses Taught: ENL 3241, LIT 4930, ENL 6246, WST 6935,

Proficiency (speaking, reading or writing): English (Excellent), Hebrew (Good), French (Fair), German (Fair), Spanish (Fair)

Countries visited for research or teaching purposes: UK, France

Research/teaching specialization: British literature, Jewish literature, Women's studies

Recent Publications:

"Estates." in Janet Todd (ed.) *The Cambridge Companion to Pride and Prejudice*. 2013

"Dorothy Wordsworth's Journals and the Aesthetics of Travel; Or, Nature and Art on Three Island Gardens,"

Romanticism: Life, Literature and Landscape, a digital resource (2012). Adam Matthew Digital.

Women, Literature, and the Domesticated Landscape: England's Disciples of Flora, 1780-1870. with Elise Smith. Cambridge University Press. 2011

JUNA PAPAJORGJI

Department: Urban and Regional Planning, GeoPlan Center

Yr. Of Appointment: 2013

Tenured: No

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: University of Florida

Number of Theses Supervised: None

Languages: 2

Position: Adjunct Lecturer and Research Associate

Courses Taught: URP 4273, DCP 3220

Proficiency (speaking, reading or writing): English (Excellent), Albanian (Excellent).

Countries visited for research or teaching purposes: Albania, Spain

Research/teaching specialization: Children's international curricula on spatial literacy, Information Technology in Urban Governance, open systems for open planning, organizational implementations of geospatial information systems, internationalization of geospatial information system implementations, planning for economically poor populations with an emphasis on children.

Recent Publications and Activities:

Martin and Mirash Ivanaj Foundation grant for a short course in GIS/Environmental Science to middle school students.

"Dëshmorët e Lirise" School, Tirana, Albania (2012)

The President's Volunteer Service Award. The White House, Washington, DC. (2012).

Project Report to the PPG Industries Inc. Exploring the Relationship between Community Context and Type Diabetes in 27 Work Site Populations. (December 2010 July 2011).

YASEMIN EYLEM PEKER

Department: Center for European Studies

Percentage of time devoted to Europe: 100%

Institution granting your M.A.: University of Central Florida

Yr. Of Appointment: 2017

Tenured: N/A

Position: Adjunct Lecturer

Number of Theses Supervised:

Languages: 2

Courses Taught: TUR 1130; TUR 1131; EUS 3938

Proficiency (speaking, reading or writing): Turkish (Native); English

Countries visited for research or teaching purposes:

Research/teaching specialization: Turkish language

Language Pedagogy Background:

Advanced High Certificate in Turkish, American Council on the Teaching of Foreign Languages, 2009

ALFONSO PEREZ-MENDEZ

Department: Architecture

Percentage of time devoted to Europe: 50%

Institution granting your M.A.: Columbia University

Number of Theses Supervised: 16

Languages: 7

Yr. Of Appointment: 1996

Tenured: Yes

Position: Professor

Courses Taught: ARC 6911, ARC 6793, ARC 4322, ARC 1301

Proficiency (speaking, reading or writing): Spanish (Excellent), English (Excellent), Catalan (Excellent), Galician (Good), French (Good), Italian (Poor), Portuguese

Countries visited for research or teaching purposes: Spain, Italy, Switzerland, Slovenia

Research/teaching specialization: History of Modern Architecture, the evolution of modern architecture in the decade after the Second World War

Recent Publications:

"Houses of El Pedregal, 1947-1968", Gustavo Gili Editors: Barcelona, Spain (2005).*"Survival Through Design, The Changing Lives of Richard Neutra's Kauffman House," HISE Magazine* 51 [Ljubljana, Slovenia] (2009): 50-56.*"Traverso/Vighy, Introductory Essay"*, Umberto Allemandi Editors, Torino, Italy (2009). [Bilingual English/Italian].

CHARLES PERRONE

Department: Spanish & Portuguese

Percentage of time devoted to Europe: 75%

Institution granting your Ph.D.: University of Texas at Austin

Number of Theses Supervised: 5

Languages: 3

Countries visited for research or teaching purposes: Portugal

Research/teaching specialization: Brazilian literature, Portuguese Literature, Portuguese Music and Myth

Recent Publications:

A poesia na era da internacionalização dos saberes: circulação, tradução, ensino e crítica no contexto contemporâneo. Co-ed. with Maria Lúcia Outeiro Fernandes and Paulo Andrade. Editora Acadêmica / Editora da UNESP (Araraquara, SP, Brazil), 2016. Introduction 7-16. E-book downloadable at UNESP site

"Poet of Seven Facets: The Polygonal Imperatives of Carlos Drummond de Andrade." In Cambridge Companion to Latin American Poetry. New York: Cambridge University Press, expected late 2017.

"Bons tons diversos versos: Antônio Carlos Jobim, parceiros, e a poética da Bossa Nova." In Luca Bacchini, ed. Maestro soberano. Ensaios sobre Antônio Carlos Jobim. Belo Horizonte: Editora UFMG, in press, 2017.

Yr. Of Appointment: 1985

Tenured: Yes

Position: Professor Emeritus

Courses Taught: POR 3243, POR 4956, PRT 3930, POW 3100, POW 6930, POR 3242, PW 4930

Proficiency (speaking, reading or writing): Spanish (Excellent), Portuguese (excellent), English (Excellent)

ANNA PETERSON

Department: Religion

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: University of Chicago

Number of Theses Supervised: 15

Languages: 4

Countries visited for research or teaching purposes: England, Wales

Research/teaching specialization: Religion and society, social ethics, environmental ethics

Recent Publications

"Canine Rescue as a Social Movement: the Politics of Love." *Society & Animals* (forthcoming)

Religion and Ecological Crisis: The "Lynn White Thesis" at 50, co-edited with Todd LeVasseur, Routledge (2016)

Everyday Ethics and Social Change: The Education of Desire. Columbia University Press (2009)

Yr. Of Appointment: 1993

Tenured: Yes

Position: Professor

Courses Taught: REL 3148, REL 3160, REL 3938

Proficiency (speaking, reading or writing): Spanish (Fluent), Portuguese, German, French

AMANDA J. PHALIN

Department: Management

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D. (or final degree): University of Florida

Number of Theses Supervised: 0

Languages: English, French

Yr. Of Appointment: 2012

Tenured: n/a

Position: Lecturer

Courses Taught: GEB 3373, MAN 6636, ECP5705

Proficiency (speaking, reading or writing): Fluent

Countries visited for research or teaching purposes:

Research/teaching specialization: Development, Gender Issues, Innovation, International Business, International Economics, International Environmental Technology, International Intellectual Property Rights, International Technology Transfer

Recent Publications:

"International Center Would Help Globalize Gainesville," Gainesville Sun, January 28, 2018.

Conference Proceedings, 2017 United States Association for Energy Economics Annual Meeting, "Patent Quality, Intellectual Property Rights, and Technology Transfer in the Solar Sector: All in the Family?" November 14, 2017.

"Reaction to Speech Gave Reason to Be Proud," Gainesville Sun, October 24, 2017.

DAVID PHARIES

Department: Spanish and Portuguese Studies

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of California, Berkeley

Number of Theses Supervised: 10

Languages: 6

Yr. Of Appointment: 1980

Tenured: Yes

Position: Professor and Associate Dean of CLAS

Courses Taught: SPN 4840, SPN 4930, SPN 6835, SPN 6845, SPN 6735

Proficiency (speaking, reading or writing): Spanish (Excellent), English (Excellent), German (Excellent), Italian (Good), French (Good), Portuguese (Good)

Countries visited for research or teaching purposes: Spain, Germany

Research/teaching specialization: History of Spanish Language, Spanish Philology

Language Pedagogy Background

Degree in Spanish Philology, 25 years of experience in teaching Spanish through the advanced level.

Oral Proficiency Tester for Spanish, American Council on the Teaching of Foreign Languages

"El prefijo es- en castellano y en las otras variedades hispano-romances." VII Encuentro de

morfólogos: formación de palabras e historia. Girona, May 2011.

Recent Publications

"El estudio etimológico de los prefijos españoles." in Mariano Quirós García, José Antonio Pascual Rodríguez, Emma Falque Rey, José Ramón Carriazo, Marta Sánchez Orense (eds.) *Etimología e historia en el léxico del español*.

Iberoamericana and Vervuert. 2016

A Brief History of the Spanish Language, 2nd Edition. University of Chicago Press. 2015

University of Chicago Spanish Dictionary, 6th ed. Editor-in-Chief (2012). Chicago: University of Chicago Press.

NICK PLACE

Department: Agricultural Education and Communication

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: Pennsylvania State Univ.

Number of Theses Supervised: None

Languages: 2

Yr. Of Appointment: 1999

Tenured: Yes

Position: Professor & Dean, UF/IFAS Extension

Courses Taught: AEE 3313, AEE 4944, AEE 6611, AEE 6704

Proficiency (speaking, reading or writing): English (Excellent), Polish (Poor)

Countries visited for research or teaching purposes: Poland

Research/teaching specialization: Extension Education, Extension Management, Internationalizing Extension Education

Recent Publications:

"Beliefs, Attitudes, Perceptions and Barriers Toward International Involvement Among College of Agriculture and Life Science Students", *Journal of International Agricultural and Extension Education* (2005). (co-authors: Irani T.A. and Friedel, C.).

"The Perceptions of Farmers, Students, and Faculty Regarding University-Based Extension: A Case Study from EARTH University, Costa Rica", *Journal of International Agricultural and Extension Education* 12.3 (2005). (co-author: Dragon S.L.).

"Domestic Impacts and Implications Among Extension Professionals and Near-Associates from the Polish-American Extension Project," *Proceedings of the Evans Family Lecture for Graduate Research*, Pennsylvania State University, University Park, PA. (1999).

STEPHEN POWELL

Department: College of Law

Percentage of time devoted to Europe: 25%

Institution granting your J.D.: University of Florida

Number of Theses Supervised: 2

Languages: 2

Yr. Of Appointment: 2000

Tenured: N/A

Position: Senior Lecturer

Courses Taught: LAW 6930, LAW 6936, LAW 6286, LAW 6298, LAW 6936/WST 6935

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Fair)

Countries visited for research or teaching purposes: Russia, UK, Belgium

Research/teaching specialization: International trade law, Dispute settlement, Trade and the environment

Recent Publications:

"Beyond Labor Rights: Which Core Human Rights Must Regional Trade Agreements Protect?" with Trisha Low. *Richmond Journal of Global Law and Business*. 2012

"Global Laws, Local Lives: Impact Of The New Regionalism On Human Rights Compliance," *Buffalo Human Rights Review* (2011) (co-author: Patricia Camino Pérez).

"Managing the rule of law in the Americas: an empirical portrait of the effects of 15 years of WTO, MERCOSUL, and NAFTA dispute resolution and civil society in Latin America," *Miami Inter-American Law Review* (2011) (co-author: Lumdila Mendonça Lopez Ribeiro).

GREGORY RAY

Department: Philosophy

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: U. of California, Berkeley

Number of Theses Supervised: None

Yr. Of Appointment: 1992

Tenured: Yes

Position: Associate Professor

Courses Taught: PHI 5135, PHI 2010, PHI 3130, PHI 6105

Languages: 1

Proficiency (speaking, reading or writing): English
(Excellent)

Countries visited for research or teaching purposes: Spain, Slovenia, the Czech Republic, UK, Italy, Poland, France

Research/teaching specialization: Philosophical logic, Metaphysics, Philosophy of language

Recent Publications:

"The Truth About Vagueness". With Kirk Ludwig. *On the Sorites Paradox*. Eds. Ali Abasnezhad & Otavio Bueno. Springer, forthcoming.

"Tarski on Truth". Oxford Handbook of Truth. Ed. Michael Glanzberg. Oxford: Oxford University Press, in press.

"Meaning and Truth." *Mind* 123 (2014): 79-100.**HOLLY RAYNARD**

Department: Center for European Studies

Percentage of time devoted to Europe: 100%

Institution granting your C.Phil (ABD).: UCLA

Yr. Of Appointment: 2005

Tenured: N/A

Position: Senior Lecturer in European Studies

Number of Theses Supervised: None

Courses Taught: EUS2001, EUS 3110, EUS3140, EUS
3100, EUS3938, EUS4950, ENG 4110, ENG 4135, EUH
3931, CZE 1130, CZE 1131, CZE 220, CZE 2201,
CZE3400, CZE3401

Languages: 6

Proficiency (speaking, reading or writing): English (Native),
Czech (Excellent), Russian (Good), French (Poor), German
(Poor), Spanish (Poor)

Countries visited for research or teaching purposes: Czech Republic, USSR

Research/teaching specialization: Czech literature, Czech cinema, European historical avant-garde, Czech language: all
levels, Czech theater, literature, culture of First Republic, The small stage [malá scéna] in Czech theater; Czech cinema

Language Pedagogy Background

13 years experience teaching Czech (all levels), 4 years Russian language & literature, 2 years ESL. TESOL Certificate;
four courses of Teaching Slavic Languages at the University Level; served at Teaching Assistant Consultant, UCLA Dept.
of Slavic Languages and Literatures & UCLA Office of Instructional Development; Developed a web-based multi-media
materials for the teaching of Beginning Russian (UCLA, 2000)

Recent Publications and Activities:

Director, *UF in Prague Study Abroad Program* (2006, 2008, 2013, 2016).

Undergraduate Coordinator, European Studies

"Living the Part: Hej rup! from Silver Screen to Civic Sphere." (work in progress)

RALF REMSHARDT

Department: School of Theatre and Dance

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: UC, Santa Barbara

Number of Theses Supervised: None

Languages: 2

Yr. Of Appointment: 2004

Tenured: Yes

Position: Associate Professor

Courses Taught: THE 4110, THE 6525

Proficiency (speaking, reading or writing): English

Countries visited for research or teaching purposes: Germany

Research/teaching specialization: 19th century melodrama, theater history, European theatre

Recent Publications and Projects:

Review of Performing Unification, by Matt Cornish, Monatshefte (2018), forthcoming.

"Theater der Welt 2017 in Hamburg" (review essay), Theatre Journal 70.2 (2018), forthcoming.

Review of The Grotesque in Contemporary Anglophone Drama, by Ondřej Pilný, Journal of Contemporary Drama in English (2018), forthcoming.

HAL RENNERT

Department: Languages, Literatures and Cultures

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Washington

Number of Theses Supervised: N/A

Languages: 2

Yr. Of Appointment: 2007

Tenured: Yes

Position: Professor Emeritus

Courses Taught: GER 3440

Proficiency (speaking, reading or writing): English (Excellent), German (Excellent)

Countries visited for research or teaching purposes: Germany

Research/teaching specialization: German Literature and Culture 19th and 20th centuries; Eduard Mörike, Wilhelm Hausenstein, Marie Luise Kaschnitz; Contemporary German Drama and Theater, Business German

Recent Publications and Activities:

"Die Situation der Älteren um 1945 am Beispiel der Beziehung Alfred Döblin- Wilhelm Hausenstein," in DER UNTOTE GOTT: RELIGION UND ÄSTHETIK IN DER DEUTSCHEN UND ÖSTERREICHISCHEN LITERATUR DES 20. JAHRHUNDERTS. Weimar: Böhlau (2007): 115-27.

"Ein Aspekt der Mörike-Rezeption der fünfziger Jahre: Übersetzungen ins Englische," in MÖRIKE-REZEPTION IM 20. JAHRHUNDERT. Tübingen: Francke (2005): 41-55.

TATIANA RENZ

Department: Languages, Literatures and Cultures

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: Sochi State University

Number of Theses Supervised: N/A

Languages: 2

Yr. Of Appointment: 2007

Tenured: No

Position: Adjunct Lecturer

Courses Taught: RUS 1130, RUS 1131, RUS 2220, RUS 3430

Proficiency (speaking, reading or writing): English (Excellent), Russian (Excellent)

Countries visited for research or teaching purposes: Russia

Research/teaching specialization: Linvoritoricheskii Conceptual Analysis

Recent Publications and Activities:

"Use of the Semantic Field of Classic Russian Poetic Texts as an Innovative Means of Identifying the Ethno-Cultural Mentality of the Recipient," *"Lingvoritoricheskii" paradigm: Theoretical and Applied Interuniversity Collection of Scientific Works* 11 (2008). Sochi: RIO SGUTiKD.

PAUL RICHARDS

Department: School of Music

Percentage of time devoted to Europe: 75%

Institution granting your Ph.D.: University of Texas, Austin

Number of theses Supervised: 6

Languages: 3

Yr. Of Appointment: 1999

Tenured: Yes

Position: Professor

Courses taught: MUT 7760, MUC 3231, MUC 4241, MUC 6930, MUC 7931

Proficiency: English (Excellent), Spanish (Poor), French (Poor)

Countries visited for research purposes: Turkey, Cyprus, Slovakia, Italy, Czech Republic

Research and teaching specialization: Concert music composition, Music theory

Recent publications:

Jigsaw (versions for alto saxophone and cello or English horn and cello), Jeanné Inc., Blaine, MN, 2017

Mi Y'Maleil (clarinet choir arrangement of composition by Stephen Richards), Jeanné Inc., Blaine, MN, 2016

Bat out of Hell, Jeanné, Inc., Blaine, MN (2013).

CHURCHILL ROBERTS

Department: Telecommunication

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: University of Iowa

Number of Theses Supervised: 24

Languages: 2

Yr. Of Appointment: 1997

Tenured: Yes

Position: Professor

Courses Taught: FIL 6060, FIL 6061, FIL 6062, FIL 6425, FIL 6426

Proficiency (speaking, reading or writing): English (Excellent) Spanish (Good)

Countries visited for research or teaching purposes: Germany, Italy, France, UK, Hungary, Poland, Czech Republic, Russia, Spain, Greece, Belgium, The Netherlands

Research/teaching specialization: Documentary film, International communication, Social impact of mass media

Recent Publications and Projects:

"Essays on Pare Lorentz, Leni Riefenstahl, and Michael Rubbo," Encyclopedia of Documentary Film New York: Taylor and Francis (2005).Co-director, *The Last Flight of Petr Ginz*, with Sandra Dickson, Cynthia Hill, and Cara Pilson (in production).Co-director of *Angel of Ahlem*, documentary film about Holocaust survivors.**ESTHER ROMEYN**

Department: Center for European Studies

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Minnesota

Number of Theses Supervised: 2

Languages: 8

Yr. Of Appointment: 2005

Tenured: N/A

Position: Senior Lecturer

Courses Taught: EUS 3930, EUS 2001, EUS 3400/ANT 3930

Proficiency: English (Excellent), Dutch (Excellent), French (Good), German (Good), Yiddish (Good), Italian (Good), Latin (Good), Greek (Fair)

Countries visited for research or teaching purposes: The Netherlands, France

Research/teaching specialization: Ethnic Studies, Cultural Studies, Performance Studies, Jewish Studies, Urban Studies, and cross-cultural psychology

Recent Publications:

"Liberal tolerance and its hauntings: Moral compasses, anti-semitism and Islamophobia." European Journal of Cultural Studies. 2017*"Anti-Semitism and Islamophobia: Spectropolitics and Immigration."* *Theory, Culture & Society*. 2014*"Street Scenes: Staging the Self in Immigrant New York, 1880-1924,"* Minneapolis: University of Minnesota Press (2008).

ELIZABETH ROSS

Department: School of Art and Art History

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: Harvard University

Yr. Of Appointment: 2005

Tenured: Yes

Position: Associate Professor

Number of Theses Supervised: 5

Languages: 6

Courses Taught: ARH 2050, ARH 4310, ARH 4331, ARH 6919, ARH 6394

Proficiency (speaking, reading or writing): English (Excellent), German (Excellent), French (Good), Italian (Fair), Dutch (Fair), Latin (Fair)

Countries visited for research or teaching purposes: France, Czech Republic, Germany, Italy, The Netherlands, UK

Research/teaching specialization: Early Modern Art History, esp. Northern Europe late 14th-15th century, History of the book, Cultural exchange with Islam

Recent Publications and Activities:

Picturing Experience in the Early Printed Book: Breydenbach's Peregrinatio from Venice to Jerusalem College Park, PA: Pennsylvania State University Press. 2014

Harn Museum of Art, Gainesville, FL, February 2013, Gallery talk "Death, Darkness, and a Little Bit of Adultery" for exhibition Printmaking in the Age of Rembrandt.

Mellon Art History Publication Initiative grant, Pennsylvania State University Press (2012).

NATHAN ROTHSCILD

Department: Philosophy

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D. (or final degree): University of Chicago

Number of Theses Supervised:

Languages:

Yr. Of Appointment: 2014

Tenured: N/A

Position: Lecturer

Courses Taught: PHH 4644

Proficiency (speaking, reading or writing):

Countries visited for research or teaching purposes:

Research/teaching specialization: Ancient philosophy; 20th century continental philosophy; Kant

Recent Publications:

"Why Thumos will Rule by Force" In Plato's Other Souls, Oxford University Press (forthcoming)

"Plato on the Possibility of Getting Angry at Oneself", keynote address, Florida Graduate Student Conference, 2016.

"Why Thumos will Rule by Force" invited, University of Bochum, Germany, 2015.

PETER J. RUDNYTSKY

Department: English

Percentage of time devoted to Europe: 75%

Yr. Of Appointment: 1995

Tenured: Yes

Position: Professor

Institution granting your Ph.D.: Yale University

Number of thesis Supervised:

Courses taught: ENL 4333

Languages:

Proficiency (speaking, reading or writing):

Countries visited for research purposes:

Research and teaching specialization: History and theory of psychoanalysis; Freud; British Independents; Psychoanalysis

Recent publications:

Rescuing Psychoanalysis from Freud and Other Essays in Re-Vision . Karnac Book. 2011*Psychoanalysis and Narrative Medicine* . Ed. With Rita Charon, State University of New York Press, 2009**GALINA RYLKOVA**

Department: Languages, Literatures and Cultures

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Toronto

Number of thesis Supervised: 5

Yr. Of Appointment: 2000

Tenured: Yes

Position: Associate Professor

Courses taught: RUS 4932, CZE 4956, RUW 4301, RUT 3450, RUT 3400, RUT 3600, RUS 4956, RUS 4411, RUW 4932, RUT 4905, RUW 4301, RUS 4930, RUS 1130, RUW 4370, EUH 3931, ITT 3930, RUS 4501, RUS 4930, RUT 3442, RUT 4450, IDH 3931

Languages: 5

Proficiency (speaking, reading or writing): English (Excellent), Russian (Excellent), French (Good), Czech (Good), German (Poor)

Countries visited for research purposes: Russian Federation, France, Czech Republic

Research and teaching specialization: Psychology of Creative Personality; Cultural Memory; Biography; Russian Theater; Comparative Literature; Russian literature from 1790 to present; Russian émigré literature and culture; Russian and European Modernism; Anton Chekhov.

Recent publications:

“Reading Chekhov through Meyerhold’s Eyes,” Chekhov for the 21st Century (Bloomington, IN: Slavica Publishers, 2012), 149-66.

Galina Rylkova [reviewer] Cognitive Poetics and Cultural Memory. By Mikhail Gronas. Vol. 28, Research in Cultural and Media Studies. New York/London: Routledge, 2011. 174 pp., The Slavic Review, Vol. 71, No. 4 (WINTER 2012), pp.

The Archaeology of Anxiety: The Russian Silver Age and Its Legacy . University of Pittsburgh Press. 2008

EMRAH SAHIN

Department: Center for European Studies

Percentage of time devoted to Europe: 100%

Institution granting your Ph. D: McGill University, Canada

Yr. Of Appointment: 2012

Tenured: N/A

Position: Turkish Studies Lecturer

Number of Theses Supervised: 3

Courses Taught: EUS 3938, EUS 3930, EUS 3931, EUS 6930, EUH 3931, EUS 2003, INS 3930, INS 4930, ASH 3931, SYA 4930, TUR 1130, TUR 1131, TUR 2220, TUR 2221

Languages: 6

Proficiency (speaking, reading or writing): English (Excellent), Turkish (Excellent), French (Good), Arabic (Good), German (Good), Ottoman Turkish (Excellent)

Countries visited for research or teaching purposes: Canada, Turkey, United States

Areas of Responsibility: Teaching area-studies courses related to Turkey and Europe, instructing the Turkish language, contributing to the Center for European Studies projects, intellectual life, and outreach activities.

Recent Publications and Projects:

Faithful Encounters: Authorities and American Missionaries in the Ottoman Empire. McGill-Queens University Press. (forthcoming, 2018)

“Taken Hostage: American Missionaries and the Ordeal of Ottoman Authorities.” Invited by Suraiya Faroghi and Kent Schull as a chapter for a new volume in Edinburgh Studies on the Ottoman Empire (submitted)

Bir Zamanlar Amerika ve Türkler: Siyasi, Sosyal, Dini ve Ticari Temaslar [America and the Turks: political, social, religious, and commercial exchanges]. ed. Libra Books. 2017

MICHAEL SCHUERING

Department: Center for European Studies & History

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: Humboldt University, Berlin

Yr. Of Appointment: 2014

Tenured: No

Position: Visiting Associate Professor

Number of Theses Supervised: 0

Courses Taught: EUS3930, EUS6930, EUH3405, EUH3406, EUH6931

Languages: 3

Proficiency (speaking, reading or writing): English (Excellent), German (Excellent), French (Advanced)

Countries visited for research or teaching purposes: Germany, the Netherlands, France

Research/teaching specialization: History of German nuclear energy and technology

Recent Publications and Projects:

“Bekennen gegen den Atomstaat“. Die evangelischen Kirchen in der Bundesrepublik und die Konflikte um die Atomenergie (Professing against the Atomic State. The Protestant Churches in Germany and the Conflicts Concerning Nuclear Energy, Göttingen: Wallstein, 2015)

Advertising the nuclear venture: the rhetorical and visual public relation strategies of the German nuclear industry in the 1970s and 1980s, published online Jan. 27, 2014 in: History and Technology, 2014

Professing Against the Atomic State“. Historical and religious encodings in the protest against nuclear energy in the 1970s and 80s, in: Markus Vogt and Jochen Ostheimer (eds.): Moral der Energiewende. Risikowahrnehmung im Wandel am Beispiel der Atomenergie, Stuttgart: Kohlhammer 2014, 230 - 243

HELOISE SEAILLES

Department: Languages, Literatures and Cultures

Yr. Of Appointment: 2003

Tenured: N/A

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Kansas

Number of Theses Supervised: None

Position: Lecturer

Courses Taught: FRE 1130, FRE 1131, FRE 2200, FRE 2201, FRE 3300, FRE 4906, FRE 1180, FRE 3320, FRE 3502, FRE 4930, FRT 2460, FRW 3930, FRE 6060, FRE 6061

Languages: 5

Proficiency (speaking, reading or writing): English (Excellent), French (Excellent), Latin (Fair), Attic Greek (Fair), Italian (Fair)

Countries visited for research or teaching purposes: France

Research/teaching specialization: French language, literature and culture

Recent Presentations and Activities:

"The Culture-Grammar Mix in First Year Language Classroom", presentation at the *Teaching Support Group*, University of Florida (2004).

First Year Coordinator, French (2003-2007).

Second Year Coordinator, French (2008- present).

ZACHARY SELDEN

Department: Political Science

Yr. Of Appointment: 2007

Tenured: No

Percentage of time devoted to Europe: 25%

Position: Assistant Professor

Institution granting your Ph.D.: University of California, L.A.

Number of Theses Supervised: None

Courses Taught: POS 4931, EUS 4950, EUS3930, EUS6930, EUS4212

Languages: 3

Proficiency (speaking, reading or writing): English (Native Speaker), Spanish (Very Good), French (Fair)

Countries visited for research or teaching purposes: Belgium, Bosnia Herzegovina, Kosovo, Georgia, Armenia, Azerbaijan, Ukraine

Research/teaching specialization: EU foreign policy, US foreign policy, Transatlantic relations

Recent Publications:

"Federalizing for Security: The European Union and the United States in Comparative Perspective." International Studies Association Conference, Emerging Regional Powers in a Unipolar Order Roundtable. 2017

"Balancing Against or Balancing With? The Spectrum of Alignment and the Endurance of American Hegemony," *Security Studies* 22 (2013): 330-364."The European Debt Crisis: Implications for American Security Policy," *Parameters*, Vol. XLII:1 (2012): 17-26.

JUDITH SHOAF

Department: Language Learning Center
 Percentage of time devoted to Europe: 25%
 Institution granting your Ph.D.: Cornell University
 Number of Theses Supervised: N/A
 Languages:

Yr. Of Appointment: 1993
 Tenured: N/A
 Position: Director

 Courses Taught: MEM 2500
 Proficiency (speaking, reading or writing):

Countries visited for research or teaching purposes:
 Research/teaching specialization: French; Medieval Studies

Recent Publications and Activities:
 Member, International Association for Language Learning and Technologies
 Member, Southeast Association for Language Learning and Technologies

CHRISTOPHER SILVER

Department: Urban and Regional Planning
 Percentage of time devoted to Europe: 25%
 Institution granting your Ph.D.: University of North Carolina
 Number of Theses Supervised: 18
 Languages: 2

Yr. Of Appointment: 2006
 Tenured: Yes
 Position: Professor

 Courses Taught: URP 4905, URP 6905
 Proficiency (speaking, reading or writing): Indonesian
 (Intermediate); French (Beginning)

Countries visited for research or teaching purposes:

Research/teaching specialization: International Development Planning; Sustainable Urbanism in Europe; Planning History;
 Urban Finance; Megacity Development

Recent Publications and Activities:
 "Distressed City: The Challenges of Planning and Managing Megacity Jakarta." in Wagner, F. and Mahayni, R. eds.
Global cities: Making Inclusive, Safe, Resilient and Sustainable Cities . Ashgate, 2015.
 "Spatial Planning for Sustainable Development: An Action Planning Approach for Jakarta." *Jurnal Perencanaan dan Wilayah Kota* . 2014
 "A Case for Ecological Planning: Urban Flooding in Old and New Jakarta." *CityGreen* . 2012

BRENDA SMITH

Department: School of Music

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: University of Maryland

Number of Theses Supervised: None

Languages: 5

Yr. Of Appointment: 2001

Tenured: Yes

Position: Associate Professor

Courses Taught: MUL 2110, MUL 4430, MUS 2221, MUS 2231, MUS 2241

Proficiency (speaking, reading or writing): English (Excellent), German (Excellent), Italian (Good), French

Countries visited for research or teaching purposes: Germany, Italy, France, Belgium, The Netherlands, Sweden,
 Research/teaching specialization: Singing Voice, Singing Voice Science, Singer's diction and literature, Vocal and choral music. especially Baroque and 19th centuries

Recent Publications and Activities:

"Singing for a Lifetime: Perpetuating Intergenerational Choirs," *Choral Journal: Community Choir Focus Issue* 53:10 (2013):16-25 (co-author: Robert T. Sataloff).

Choral Pedagogy, Brenda Smith and Robert T. Sataloff, 3rd. Ed (2013). San Diego, CA: Plural Publishing.

"Sing for Life," research in singing as a strategy for well-being in Parkinson's patients and their caregivers (2011-present), UF Center for Arts in Medicine.

STEPHANIE SMITH

Department: English

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: University of California, Berkeley

Number of Theses Supervised: 10

Languages: 3

Yr. Of Appointment: 1990

Tenured: Yes

Position: Professor

Courses Taught: AML 4453, ENG 4953, ENG 4936

Proficiency (speaking, reading or writing): English (Excellent), French (Fair), Latin (Fair)

Countries visited for research or teaching purposes: France, Germany

Research/teaching specialization: 19th-20th century American literature and culture French Feminist Theory

Recent Publications:

"'An Empire O'er the Disentangled Doom': Captivity and the re-staging of Prometheus in the Twenty-First Century" in

"On the Benefits of a Ban" solicited review essay of Nora Gilbert's *Better Left Unsaid: Victorian Novels, Hays Code*

"Winter Studio: 1901" in *Monet and American Impressionism*, University of Florida Press, ed.

THOMAS JOSEPH SMITH

Department: Architecture

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D. (or final degree): University of Florida

Number of Theses Supervised:

Yr. Of Appointment: 2006

Tenured: N/A

Position: Lecturer

Courses Taught: ARC 6934

Languages:

Proficiency (speaking, reading or writing):

Countries visited for research or teaching purposes:

Research/teaching specialization: Environmental assessment methods; selection of sustainable materials; renewable energy

Recent Publications:

CHRISTOPHER SNODGRASS

Department: English

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: State University of New York

Number of Theses Supervised: 2+

Yr. Of Appointment: 1989

Tenured: Yes

Position: Professor

Courses Taught: ENG 2935, LIT 3031, ENL 3251, ENL 6256

Languages: 1

Proficiency (speaking, reading or writing): English (excellent)

Countries visited for research or teaching purposes: UK

Research/teaching specialization: Victorian Age Literature and Culture

Recent Publications:

“Keeping Faith: Consistency and Paradox in the World View of Michael Field.” Michael Field and Their World, eds.

Review of Cambridge Companion to the Fin de Siècle, ed. Gail Marshall. English Literature in Transition, 1880–1920 52.2 (Spring 2009): 231–36.

PATRICIA SOHN

Department: Political Science and Jewish Studies
 Percentage of time devoted to Europe: 25%
 Institution granting your Ph.D.: University of Washington
 Number of Theses Supervised: 7
 Languages: 5

Yr. Of Appointment: 2001
 Tenured: Yes
 Position: Associate Professor

 Courses Taught: POS 6933, CPO 4401
 Proficiency (speaking, reading or writing): Hebrew
 (Excellent), French (Good), Turkish (Fair), English

Countries visited for research or teaching purposes: France, Spain, Turkey, Portugal, Italy, Germany, Greece, UK, Finland, Norway, former Soviet Union (1983), Holland, Denmark, Spain

Research/teaching specialization: Comparative judicial politics; law, religion, and gender, particularly in Israel and the Muslim world

Recent Publications:

Judicial Power and National Politics: Courts and Gender in the Religious-Secular Conflict in Israel. State University of New York Press. Hardcover March 2017, Paperback July 2017.
 Editor, *Qualitative Comparative Politics*, Kendall Hunt Publishers, 2017

Colonel Haluk Karadağ and Patricia J. Woods, "Default Power in the MENA Region: Turkey as a Pragmatic Solution to the Post-Arab Spring Era" in *International Relations and Foreign Policy* 3:2

MARTIN SORBILLE

Department: Spanish and Portuguese Studies
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: University of California, Los Angeles
 Number of Theses Supervised: None
 Languages: 2

Yr. Of Appointment: 2004
 Tenured: Yes
 Position: Associate Professor

 Courses Taught: SPN 4930, SPW 4233, SPW 6237
 Proficiency (speaking, reading or writing): English
 (Excellent), Spanish (Excellent)

Countries visited for research or teaching purposes: Spain, The Netherlands, Germany, France

Research/teaching specialization: Nineteenth-Century Spanish-American Literature, Spanish-American Film Studies, Psychoanalytic Theory.

Recent Publications:

"No hay relación sexual: la voz que angustia en Cartas a un amigo". *Revista Iberoamericana*. Pittsburgh: University of Pittsburgh. Números 236-7 (July-December 2011): 953-74.

"Cartas a un amigo: una construcción de la retrofundación psíquica de su autor." *Texto crítico*. Veracruz: Universidad veracruzana, Volume 27, (July-December 2010): 7-37.

El fantasma de Esteban Echeverría en los orígenes de la modernidad argentina: escenas y proyecciones sadomasoquistas (2010). Buenos Aires: Editorial Biblos, Colección Teoría y Crítica.

CLARA SOTELO

Department: Spanish and Portuguese Studies

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: University of Florida

Number of Theses Supervised: None

Languages: 5

Yr. Of Appointment: 2003

Tenured: N/A

Position: Senior Lecturer

Courses Taught: SPN 3300, SPN 3301, SPN 3440, SPW 3030, SPN 4314

Proficiency (speaking, reading or writing): English (Excellent), Spanish (Excellent), French (Good), Italian (Good), Portuguese (Good)

Countries visited for research or teaching purposes: Spain

Research/teaching specialization: Spanish language and literature; Latin America

Recent Activities & Publications:

Director, UF in Valencia, 2018

Coordinator, Intermediate Language Program, 2009 - present

"La importancia de la palabra hablada en la formación de la identidad grupal." paper at the 7th Interdisciplinary Colloquium on Spanish, Portuguese, and Catalan Linguistics, Literatures, and Cultures

ALIOUNE SOW

Department: LLC; France-Florida Research Institute

Percentage of time devoted to Europe: 50%

Institution granting your M.A.: Universite de Sorbonne

Number of Theses Supervised:

Languages:

Yr. Of Appointment: 2004

Tenured:

Position: Associate Professor

Courses Taught: FRE 3300; FRE 3502; FRW 4932

Proficiency (speaking, reading or writing):

Countries visited for research or teaching purposes:

Research/teaching specialization: Democratic Transitions and Cultural Forms in Francophone West Africa; Migration and

Recent Activities:

Director, France-Florida Research Institute

"Testimonial Theatre and Migration Performance." *Africa Today*, 2014"Littératures et Migrations transafricaines." with Catherine Mazauric, *Etudes Littéraires Africaines*, 2014

FRANCA STOCCO

Department: School of Architecture
 Percentage of time devoted to Europe: 100%
 Institution granting your M.A.: University of Padua
 Number of Theses Supervised: None

Yr. Of Appointment: 2003
 Tenured: N/A
 Position: Assistant Instructor
 Courses Taught: ARC 3291, ARC 6912

Languages: 2

Proficiency (speaking, reading or writing): English (Excellent), Italian (Excellent)

Countries visited for research or teaching purposes: Italy
 Research/teaching specialization: Italian language and cultural orientation

Recent Activities:

Administrative Director, Vicenza Institute of Architecture V.I.A.

MARIA STOILKOVA

Department: Center for European Studies
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: University of California, Berkeley
 Number of Theses Supervised: 10

Yr. Of Appointment: 2006
 Tenured: No
 Position: Visiting Assistant Professor
 Courses Taught: EUS 3930, ANT 3930, ANG 6930, EUS 3400/ANT 3930, EUS 3930/ANT 3930
 Proficiency (speaking, reading or writing): Bulgarian (Excellent), English (Excellent), Russian (Good), Polish (Good)

Languages: 4

Countries visited for research or teaching purposes: Bulgaria, The Netherlands
 Research/teaching specialization: Transnationalism, Citizenship and the Politics of Belonging, Social Reproduction, Political Economy of Eastern Europe. Nationalities Papers. 2012

Recent Publications:

Between Two Motherlands: Nationality

Book Review, Between two motherlands: nationality and emigration among the Greeks of Bulgaria, 1900-1949.

Nationalities Papers . 2012

"International Migration and Commuting in Central Europe and the Baltic Region", *World Bank Working Papers* (2007). (co-authors: Paci P., Tiongson E., Walewski M., Liwiński J.).

"Migration and Remittances. Eastern Europe and the Former Soviet Union", [Co-author] in *Europe and Central Asia Region*, Mansoor A. and B. Quillin (eds.), The World Bank (2006).

JULIANE STRUVE

Department: Forest Resources and Conservation

Percentage of time devoted to Europe: 25%

Institution granting your Ph. D.: University of Wales, Cardiff, UK

Number of Theses Supervised: N/A

Languages: 2

Yr. Of Appointment: 2011

Tenured: No

Position: Research Assistant Professor

Courses Taught: ARC 3291, ARC 6912

Proficiency (speaking, reading or writing): English (Excellent), German (Excellent)

Countries visited for research or teaching purposes: UK, Germany

Research/teaching specialization: Spatial dynamics of fish populations, acoustic telemetry, Sarasota Bay study.

Recent Publications and Activities:

"Lost in space? Searching for directions in the spatial modelling of individuals, populations and species ranges," *Biol. Lett.* (2010) (co-authors: K. Lorenzen, J. Blanchard, L. Börger, N. Bunnefeld, C. Edwards, J. Hortal, A. MacCall, JF. Mathiopoulos, BV. Moorter, F. Royer, N. Singh, C. Yesson, R. Bernard).

Animal movement, dispersal and spatial ecology. International conference and workshop 1-3, (September 2010), University of Leicester, United Kingdom.

"How many tags and how many receivers? A Bayesian framework to evaluate the parameters of a movement model for coastal fish, estimated from sparse acoustic telemetry data," *Models in population Dynamics and Ecology* 2010.

SEVAN TERZIAN

Department: School of Teaching and Learning

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: Indiana University

Number of Theses Supervised: 1

Languages: 3

Yr. Of Appointment: 2000

Tenured: Yes

Position: Professor

Courses Taught: EDF 3514, EDF 6520, EDF 6544

Proficiency (speaking, reading or writing): English (Excellent), Armenian (Good), French (Fair)

Countries visited for research or teaching purposes: Information not Provided

Research/teaching specialization: History of American education (particularly the high school), Philosophical foundations of education

Recent Publications and Projects:

Sevan G. Terzian & Patrick A. Ryan, eds., *American Education in Popular Media: From the Blackboard to the Silver Screen* (New York: Palgrave Macmillan, 2015).

Sevan G. Terzian & John L. Rury, "'A highly selected strain of guinea pigs': The Westinghouse Science Talent Search and Educational Meritocracy, 1942-1958," *Teachers College Record* 116 (5) (2014): 1-33.

Sevan G. Terzian, *Science Education and Citizenship: Fairs, Clubs, and Talent Searches for American Youth, 1918-1958* (New York: Palgrave Macmillan, 2013).

LESLIE THIELE

Department: Political Science

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: Princeton University

Number of Theses Supervised: 5+

Languages: 3

Yr. Of Appointment: 1991

Tenured: Yes

Position: Distinguished Professor

Courses Taught: POT 4013, POS 4258, POT 3503, POS 4931, POT 6067

Proficiency (speaking, reading or writing): English, French, German

Countries visited for research or teaching purposes: Canada, UK, Costa Rica, Portugal, Italy

Research/teaching specialization: Contemporary Political Theory, Modern Political Philosophy, Environmental Ethics and Politics

Recent Publications and Activities:

Sustainability. Cambridge: Polity Press, 2nd Edition, 2016. 1st edition, 2013. Selected by Choice for the list 2014

Outstanding Academic Titles.

“Practical Judgment, Narrative Experience, and Wicked Problems,” co-authored with Marshall Young, *Theoria* 63:148, September 2016, pp. 35-52.“The Web We Weave: Online Education and Democratic Prospects,” co-authored with Seaton Tarrant, in *Neoliberalizing the University: Implications for American Democracy*, ed. Sanford Schram, New York: Routledge, 2016. Reprinted from *New Political Science*, Vol. 36, No. 4, 2014, 538-555.**JENNIFER THOMAS**

Department: School of Music

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Cincinnati

Number of Theses Supervised: 13

Languages: 2

Yr. Of Appointment: 2001

Tenured: Yes

Position: Associate Professor

Courses Taught: MUH 3211, MUL 4802, MUH 7411, MUH 6673, MUH 4930, MUH 6905

Proficiency (speaking, reading or writing): English (Excellent), French (Good)

Countries visited for research or teaching purposes: Belgium, The Netherlands, UK, France, Italy

Research/teaching specialization: Early music, Medieval, Renaissance, Baroque, Classic period and 16th century sacred music

Recent Publications:

"Reading Michele Pesenti's *Tuerunt Dominum meum* ." *Journal of Musicology* . 2015

"Motet," article in Oxford Bibliographies Online. Oxford University Press, submitted and approved for publication (April 2013).

MAUREEN TURIM

Department: English

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Wisconsin- Madison

Number of Theses Supervised: 8

Yr. Of Appointment: 1991

Tenured: Yes

Position: Professor

Courses Taught: ENG 4135, ENG 7939, ENG 3121, ENG 3122, ENG 4110, ENG 6137, ENG 6138, FRT 3520/ENG 4135

Languages: 3

Proficiency (speaking, reading or writing): English (Excellent), French (Excellent), Italian (Good)

Countries visited for research or teaching purposes: UK, France, Italy, Germany, Austria, Poland, Czech Republic, Russia

Research/teaching specialization: Film studies, Women's studies, Critical theory

Recent Publications:

"On the Charge of Memory." Arcadia International Journal for Literary Studies 45.2. (2011).

"Movies and Divine Stars, Defining Gender." American Cinema of the 1920s: Themes and Variations, ed. Lucy Fischer (2009). Rutgers University Press.

"Avant-garde Film." The Routledge Companion to Philosophy and Film, eds. Paisley Livingston and Carl Plantinga (2008).

JORGE RODRIGO VALDES KROFF

Department: Spanish and Portuguese

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D. (or final degree): Pennsylvania State University

Number of Theses Supervised: 3 PhD, 1 MA

Yr. Of Appointment: 2012

Tenured: No

Position: Assistant Professor

Courses Taught: SPN 4713, SPN 4851, SPN 4905, SPN 4906, SPN 4911, SPN 4930, SPN 6735, SPW 7980,

Languages: 2

Languages Proficiency (speaking, reading or writing): French (native), English (excellent), German (proficient)

Countries visited for research or teaching purposes: Spain, The Netherlands

Research/teaching specialization: Psycholinguistics of bilingualism; auditory comprehension

Language Pedagogy Background: Specialization in Hispanic linguistics

Specialization in Hispanic linguistics with 6+ years experience in language instruction

Humanities Scholarship Enhancement Grant, College of Liberal Arts and Sciences, University of Florida (2012). Project:

Recent Publications:

Johns, M. A., Valdés Kroff, J. R., & Dussias, P. E. (in press). Mixing things up: How blocking and mixing affect the processing of codemixed sentences. International Journal of Bilingualism. DOI: 10.1177/1367006917752570

Halberstadt, L., Valdés Kroff, J. R., & Dussias, P. E. (2018). Grammatical gender processing in L2 speakers of Spanish: The role of cognate status and gender transparency. Journal of Second Language Studies, 1, 5-33. DOI: 10.1075/jsls.17023.hal

Valdés Kroff, J. R., Guzzardo Tamargo, R. E., & Dussias, P. E. (2018). Experimental contributions of eye-tracking to the understanding of comprehension processes while hearing and reading code-switches. Linguistic Approaches to Bilingualism, 8, 66-101. DOI: 10.1075/lab.16011.val

JOHN VAN SICKLE

Department: Food and Resource Economics

Percentage of time devoted to Europe: 25%

Institution granting your Ph.D.: Iowa State University

Number of Theses Supervised: N/A

Languages: 1

Yr. Of Appointment:

Tenured: Yes

Position: Professor

Courses Taught: AEB 3315, AEB 6225

Proficiency (speaking, reading or writing): English
(Excellent)Countries visited for research or teaching purposes: Egypt, Kenya, Malawi, Mexico, Canada, El Salvador, Bolivia,
Research/teaching specialization: Horticultural marketing, Policy Analysis and Risk management, International Trade

Recent Publications and Projects:

Director, UF International Agricultural Trade and Policy Center

“Critical Economic Factors for Success of a Biomass Conversion Plant for Agricultural Residue, Yard Residue and Wood Waste” USDA OCE. 2008-10.

Cox, Jr., Louis, John VanSickle, Douglas A. Popken and Ranajit Sahu. “Optimal Tracking and Testing of US and Canadian Herds for BSE: A Value-Of-Information (VOI) Approach.” Risk Analysis: An International Journal 25 (2005): 827-40.

GONDA VAN STEEN

Department: Classics

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: Princeton University

Number of Theses Supervised: 10

Languages: 5

Yr. Of Appointment: 2009

Tenured: Yes

Position: Andronicos Nicholas Cassas Chair in Greek
Studies and Full ProfessorCourses Taught: GRK 2200, GRK 4300, EUS 3937, GRK
1131Proficiency (speaking, reading or writing): Flemish
(Excellent), Dutch (Excellent), French (Very Good), German
(Very Good), Greek (Excellent)

Countries visited for research or teaching purposes: Greece, Belgium

Research/teaching specialization: Modern Greece and Greece through history

Recent Activities & Publications:

Executive Director, Modern Greek Studies Association, Spring 2014 - present

Adoption, Memory, and Cold War Greece. In progress

Stage of Emergency: Theater and Public Performance under the Greek Military Dictatorship of 1967-1974. Classical

Presences series (Oxford: Oxford University Press, 2015). 376 pp.

SIDNEY WADE

Department: English
 Percentage of time devoted to Europe: 25%
 Institution granting your Ph.D.: University of Houston
 Number of Theses Supervised: N/A
 Languages: 2

Yr. Of Appointment: 1993
 Tenured: Yes
 Position: Professor

 Courses Taught: CRW 6331
 Proficiency (speaking, reading or writing): English (Excellent), Turkish (Excellent)

Countries visited for research or teaching purposes: Turkey

Research/teaching specialization: Poetry workshops, Translation workshops and a variety of forms courses.

Recent Publications and Activities:

Straits & Narros: poems, Persea Books. 2013

"Stroke," Persea Books (2008).

"Celestial Bodies," Louisiana State University Press (2002).

ROBERT WAGMAN

Department: Classics
 Percentage of time devoted to Europe: 100%
 Institution granting your Ph.D.: Johns Hopkins University

Yr. Of Appointment: 1990
 Tenured: Yes
 Position: Professor

Number of Theses Supervised: 5+
 Languages: 3

Courses Taught: GRW 3102, CLA 3160
 Proficiency (speaking, reading or writing): English (Excellent), Italian (Excellent), Greek (Excellent)

Countries visited for research or teaching purposes: Italy, Greece, France

Research/teaching specialization: Greek religion, Greek epigraphy and palaeography, Greek poetry

Recent Publications:

"SEG I, 248 = IThess I, 73: A Retraction". Zeitschrift für Papyrologie und Epigraphik 202 (2017).

"Ενα λησμονημένο ιερό των Νυμφών στη βορειοανατολική Θεσσαλία" Thessaliko Hemerologio 68 (2015)*

The Cave of the Nymphs at Pharsalus. Studies on a Thessalian Country Shrine. Brill Studies in Greek and Roman Epigraphy 6 (Leiden and Boston 2015)

BRADLEY WALTERS

Department: Architecture

Percentage of time devoted to Europe: 25%

Institution granting your M.A.: Princeton University

Number of Theses Supervised: 1

Languages: 2

Yr. Of Appointment: 2008

Tenured: No

Position: Associate Professor

Courses Taught: ARC 3321, ARC 4074, ARC 6911, ARC 3320, ARC 6241, ARC 1301

Proficiency (speaking, reading or writing): English (Excellent), Italian (Excellent)

Countries visited for research or teaching purposes: Italy

Research/teaching specialization: Green design, sustainability

Recent Publications and Projects:

"Drawing Space," Proceeding of the 2012 Design Communication Association (in press). Stillwater, OK: Oklahoma State University.

"Speculative Making: Engaging Mass and Matter," Proceedings of the 2012 National Conference of the Beginning Design Student (in press). State College PA: Penn State University (co-author: Lisa Huang).

Co-PI, Project Re:Focus, 2010 Solar Decathlon Europe, Madrid, Spain.

MARY WATT

Department: Languages, Literatures and Cultures

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Toronto

Number of Theses Supervised: 5

Languages: 5

Yr. Of Appointment: 2000

Tenured: Yes

Position: Associate Professor and Associate Dean

Courses Taught: ITA 3500, ITT 3521, ITA 3224, ITT 3431,

Proficiency (speaking, reading or writing): English (Excellent), Italian (Excellent), French (Excellent), Spanish (Excellent), German (Good)

Countries visited for research or teaching purposes: Italy, France, Germany

Research/teaching specialization: Italian language and language communication/teaching

Recent Publications:

"Dante, Columbus and the Prophetic Tradition: Spiritual Imperialism in the Italian Imagination." New York: Routledge, 2017

"O Brother, Where Art Thou?": Inferno 26 According to the Brothers Coen." Dante e l'arte 3 (2016): 105-118.

"Dante and Constantine: A Backwards Eagle and the DXV." Quaderni danteschi ungheresi 12 (2016): 51-81.

PHILIP WEGNER

Department: English

Percentage of time devoted to Europe: 100%

Yr. Of Appointment: 1994

Tenured: Yes

Position: Marston-Milbauer Eminent Scholar and Professor

Institution granting your Ph.D.: Duke University

Number of Theses Supervised: N/A

Languages: 1

Courses Taught: ENG 6076, ENG 6077, LIT 6847

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: Great Britain

Research/teaching specialization: Twentieth-century culture, Genre theory, Utopian fiction, Literary theory, Cultural studies, Marxism, Spatial theory, Globalization, Contemporary film, and Science fiction

Recent Publications:

"The Event of 1907; or, James Joyce, *Artist*." *Modernist Cultures* . (forthcoming)"Introduction: Marxism and Utopia...Again." *Minnesota Review* . 2016

Periodizing Jameson: Dialectics, the University, and the Desire for Narrative. Chicago: Northwestern University Press, July, 2014

BRIGITTE WELTMAN-ARON

Department: Languages, Literatures and Cultures

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Southern California

Number of Theses Supervised:

Yr. Of Appointment: 2004

Tenured: Yes

Position: Professor

Courses Taught: FRE 3320, FRE 3564, FRE 3300, FRE 3500, FRW 3930, FRW 4762, FRW 6780

Proficiency (speaking, reading or writing): English (Excellent), French (Excellent)

Languages: 2

Countries visited for research or teaching purposes: France

Research/teaching specialization: French Enlightenment, particularly focused on the writings of Jean-Jacques Rousseau

Recent Publications:

"Political Betrayal: Helene Cixous's 'The Perjured City'." *The New Centennial Review* . 2013"The Pedagogy of Colonial Algeria: Djebbar, Cixous, Derrida," in *French Education: Fifty Years Later*, Martin Guiney M. and R. Albanese (eds.), Yale French Studies 113 (2008): 132-46."Obligation" in *Before the Book-Helene Cixous*, Prenowitz E. (ed.), Parallax 44 (2007): 112-20.

JOHN PETER WESTMORELAND

Department: Philosophy

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D. (or final degree): University of California, Irvine

Number of Theses Supervised: 0

Languages: 2

Yr. Of Appointment: 2011

Tenured: No

Position: Lecturer

Courses Taught: PHH 4420, PHH 6425, PHH 4644

Proficiency (speaking, reading or writing): English (Native),

French (Good)

Countries visited for research or teaching purposes: n/a

Research/teaching specialization: Rousseau, early modern philosophy, continental, handedness

Recent Publications:

"Act like a Right Hand," Southwest Philosophy Review, Jan 2018

"A Philosophical Approach to the Concept of Handedness: The Phenomenology of Lived Experience in Right and Left-Handers." *Laterality: Asymmetries of Body, Brain, and Cognition*, 2016."Rousseau's Descartes: The Rejection of Theoretical Philosophy as First Philosophy", *British Journal for the History of Philosophy* 21:3 (2013), 529-548.**JUDITH WILLIAMS**

Department: School of Theatre and Dance

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Michigan

Yr. Of Appointment: 1989

Tenured: Yes

Position: Professor

Number of Theses Supervised: 4

Languages: 1

Courses Taught: THE 4930, TPP 4930, TPP 6237

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes: Austria, Greece, Hungary, UK, France

Research/teaching specialization: International Theatrical production, Acting, dance, Theatre production and touring

Recent Activities & Publications:

Director, UF International Theatre Production Program

Director, Shakespeare's *Romeo and Juliet*, Athens and Spetses, 2011"Shakespeare's *The Taming of the Shrew*," (director of production), Athens and Spetses, Greece (2004).

GALINA WLADYKA

Department: Languages, Literatures & Cultures

Percentage of time devoted to Europe: 100%

Institution granting your M.A.: Moscow University

Number of Theses Supervised: None

Languages: 2

Yr. Of Appointment: 2003

Tenured: N/A

Position: Senior Lecturer

Courses Taught: RUS 1130, RUS 1131, US 2220, RUS 2200, RUS 3400, RUS 4411, RUS 4956

Proficiency (speaking, reading or writing): English (Excellent), Russian (Excellent)

Countries visited for research or teaching purposes: Russia

Research/teaching specialization: Russian language, literature, and culture

Recent Projects:

Russian language consultant in the creation of popular textbooks of *Beginning and Intermediate Russian*, *Live from Moscow* and *Russian Stage Two*

Co-Director of Summer Program in Moscow, Russia, 2007-2009; 2016-2018

Organizer of Russian Spring and Fall Festivals, 2003-2009

ANDREW WOLPERT

Department: Classics

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Chicago

Number of Theses Supervised: N/A

Languages: 2

Yr. Of Appointment: 1998

Tenured: Yes

Position: Associate Professor

Courses Taught: GRW 6386, CLA 3433, CLA 6930, GRW 4700

Proficiency (speaking, reading or writing): English (Excellent), Greek (Excellent)

Countries visited for research or teaching purposes: Greece, France, UK

Research/teaching specialization: Greek history and historiography, Greek rhetoric and oratory, Athenian democracy, Athenian law and society

Recent Publications:

“Thucydides on the Four Hundred and the Fall of Athens,” in the Oxford Handbook of Thucydides, edited by Sara Forsdyke, Edith Foster, and Ryan Balot (Oxford: Oxford University Press, 2017), 179-91.

“Thucydides and the Rise of the Four Hundred,” Classical Association of the Middle West and the South. Boulder, CO, March 27, 2015.

“History and Memory in Classical Athens,” Keynote Address to Graduate Student Conference on Memory in the Ancient World, Department of Classics, University of Buffalo, October 18, 2014

JENNIFER WOOTEN

Department: Spanish & Portuguese

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: University of Georgia

Number of Theses Supervised:

Languages: Spanish

Yr. Of Appointment: 2015

Tenured: No

Position: Senior Lecturer

Courses Taught: SPN 1130; SPN 2240; SPN 3533; SPN 4905; SPN 6940

Proficiency (speaking, reading or writing):

Countries visited for research or teaching purposes:

Research/teaching specialization: Spanish language

Recent Publications & Activities:

Director, Language Instruction and Coordinator, Lower Division Language Program

"Black, white, and Rainbow [of Desire]: The color of race-talk of pre-service foreign language educators in Boalian theatre workshop." with M. Cahnmann-Taylor, *Pedagogies: An International Journal* . 2014"Confessions of a cultural drag queen, of Reflections on acting like the native speaker in foreign language education." in P.C. Miller J.L. Watzke, and M. Mantero eds. *Readings in Language Studies, Vol. 3: Language and Identity* . International Society of Language Studies. 2012**DANAYA WRIGHT**

Department: College of Law

Percentage of time devoted to Europe: 50%

Institution granting your Ph.D.: Johns Hopkins University

Number of Theses Supervised: N/A

Languages: 1

Yr. Of Appointment: 1998

Tenured: Yes

Position: Professor

Courses Taught: LAW 6930, LAW 6936, LAW 6220

Proficiency (speaking, reading or writing): English (Excellent)

Countries visited for research or teaching purposes:UK

Research/teaching specialization: Constitutional Law, Property, Trusts and Estates, Legal History, Family Law, Jurisprudence, Law and Literature, Feminist Theory, Historic Preservation, Future Interests

Recent Publications:

Honoring Probable Intent in Intestacy: An Empirical Assessment of the Default Rules and the Modern Family, forthcoming ACTEC Law Journal, fall 2017 (with Beth Sterner).

"Inheritance Equity: Reforming the Inheritance Penalties Facing Children In NonTraditional Families," 25 *Cornell Journal of Law and Public Policy* 1-93, 2015. Also awarded the Stu Walter Prize of the Dukeminier Awards for 2016."Trusts and Estates: Simulations," co-authored with Silvia Menendez, *West Bridge to Practice Series* (Spring 2015, West Academic).

GAYLE ZACHMANN

Department: Languages, Literatures and Cultures

Percentage of time devoted to Europe: 100%

Institution granting your Ph.D.: Univ. of Pennsylvania

Number of Theses Supervised: 16

Languages: 2

Yr. Of Appointment: 1994

Tenured: Yes

Position: Associate Professor

Courses Taught: FRE 1126, FRW 7979, FRE 2200, FRE 2201, FRE 4532, FRW 4932, FRW 6536

Proficiency (speaking, reading or writing): English (Excellent), French (Excellent)

Countries visited for research or teaching purposes: France

Research/teaching specialization: French Linguistics, Language acquisition, Secondary language and cultural teaching

Recent Publications:

"The happy Jew: legacies, crises, and post-Charlie Hebdo conscience." *Contemporary French Civilization* . 2016"Postcards from Japan: Asian Dissonance in Mallarmé, Zola, and Proust." *L'Esprit Créateur* . 2016*Frameworks for Mallarmé: the photo and the graphic of an interdisciplinary aesthetic* . State University of New York Press. 2008



Center for

EUROPEAN STUDIES

at the University of Florida

APPENDIX 2: Course List

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College of Liberal Arts & Sciences		
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	LLC - Arabic	10
	LLC - French	10
	LLC - German	12
	LLC - Hebrew	13
	LLC - Italian	13
	LLC - Russian	13
	Linguistics	14
	Medieval and Early Modern Studies	14
	Philosophy	14
	Political Science	15
	Psychology	16
	Religion	16
	Spanish & Portuguese - Portuguese	16
	Spanish & Portuguese - Spanish	17
	Women's Studies	19
Honors College		
	Honors College	19
ROTC		
	Military Science - Navy	19
College of Agricultural & Life Sciences		
	Agricultural Education and Communication	19
	Agricultural and Life Science - General	20
	Family, Youth, and Community Sciences	20
	Food and Resource Economics	20
	Food Science and Human Nutrition	20
	Microbiology and Cell Science	20
	Plant Pathology	21
College of the Arts		
	Art and Art History	21
	Music	22
	Dance	23
	Theatre	23
College of Design, Construction, and Planning		
	Architecture	24
	Construction Management	24
	Historic Preservation	25

Interior Design	25
Landscape Architecture	25
Urban & Regional Planning	25
College of Education	
Teaching and Learning	25
College of Engineering	
Agricultural and Biological Engineering	26
College of Health & Human Performance	
Tourism, Recreation, and Sport Management	26
Health Education and Behavior	26
College of Journalism	
Advertising	26
Journalism	26
Public Relations	27
Telecommunications	27
College of Nursing	
Nursing	27
Levin College of Law	
Law	27
Warrington College of Business Administration	
Accounting	28
Business Administration	28
Finance, Insurance, and Real Estate	28
Management	29
Marketing	29
College of Public Health and Health Profession	
Health Services Research, Management, Policy	29

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COLLEGE OF LIBERAL ARTS AND SCIENCE																	
African American Studies																	
100				AFA 4905	African Americans in Paris	Austin				2	S	13		S	13		
Anthropology																	
50				ANT 3241	Anthropology of Religion <i>Includes material on Western religions</i>	Ostebo/Kane				3	S	95		S	62		
25				ANT 3302	Sex Roles: A Cross-Cultural Perspective <i>Discussion on sexual and gender identities globally, including Europe</i>	Grafft-Weiss				3	F/S	115					
25				ANT 3930	Plagues & People <i>Includes discussion of plagues in Europe; plagues and colonialism</i>	Cobb				3	S	34					
100			X	ANT 3930/JST 3930/REL 3938	Screening the Holocaust	Kugelmass				3	S	16		S	7		
50				ANT 4266	Economic Anthropology <i>Cross-cultural studies on production, distribution and consumption, money</i>	Collings				3							X
25				ANT 4930	Diasporas of Africa <i>Includes discussion of diasporas in Europe</i>	Kane				3				S	3		
50			X	ANT 4930/AFS 4935	Islam in the West <i>Includes material on Muslim communities in Europe</i>	Kane				3	S	3					
25				ANG 6034	Cultural Anthropology History & Theory	Chalfin				3	F		10	F		10	X
50				ANG 6186	International Cultural Heritage Management <i>Includes some European material in case and country studies</i>	Brandt				3				F		2	
25				ANG 6286	Urban Landscape <i>Includes discussion of European urbanism</i>	Heckenberger				3	F		4				
25				ANG 6930	Anthropology of Travel <i>Discusses travel culture & writing in Europe</i>	Kugelmass				3	F		6				
75				ANG 6930	Migration & Globalization <i>Includes some material on Europe</i>	Stoilkova				3	F		12				
Astronomy																	
50		X		AST 3043	History of Astronomy through Newton	Marinas				3	F/S	112		F/S	63		X
Classics																	
100		X		CLA 3111	Athens in Topography & Monuments	Eaverly/Nichols				3				F	25		
100				CLA 3114	Greece Today & Yesterday	Topalidis/Wagman	X			3	F/S	91					
100		X	X	CLA 3151/ARH 4930	Pompeii Archaeology Lab	Eaverly				3	S	41		S	32		
100		X		CLA 3433	The Athenian Democracy	Nichols/Wolpert				3	F	9					
100		X		CLA 3504	Gender and Sexuality in Classical Antiquity	Kapparis				3							X

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100	X		CLA 3700	Classical Archaeology	Eaverly/Nichols				3	F	36		S	37		
100	X		CLA 3791	Greek Cities: Sparta	Kapparis				3	S	58					
100			CLA 3930	Southern Europe	Agnelli				3	F	5					
100	X		CLA 3930	Ancient Greek Medicine	Kapparis				3	F	46					
100	X		CLA 3930	History of Ancient Greece	Wolpert				3				S	26		
100	X		CLA 3930	Heroes, Gods and Monsters	Rea				3	F	77					
100	X		CLT 3291	Greek Drama	Bozia				3	S	21					
100	X		CLT 3370	Classical Mythology	Eaverly/Santorelli				3	F/S	391		F	242		X
100	X		CLT 3930	Conspiracies Ancient and Modern	Pagan				3	F	18		F	25		
100	X		CLT 3930	Scientific Vocabulary	Agnelli				3							X
100		X	GMT 3513/EUS 3930	Greece In The European Context In The 20th Century	Kostopoulos	X	X		3				F	18		
100	X		GMT 4110	Literature and Culture of Byzantium	Lankina				3	S	2					
100			GRK 1130	Beginning Modern Greek 1	Kostopoulos/Bozia				5	F	10		F	16		X
100			GRK 1131	Beginning Modern Greek 2	Kostopoulos				5	S	9		S	15		X
100			GRK 2200	Intermediate Modern Greek 1	STAFF				3							X
100			GRK 4300	Modern Greek Literature Since 1830	Van Steen				3	F	2		S	4		
100			GRK 4905	Individual Work In Modern Greek	STAFF				VAR	F	1		F	2		
100			GRW 3102	Survey of Greek Literature 2	Nichols/Wolpert				3	F	10					X
100			GRW 4905	Individual Work	STAFF				VAR	F/S	3					
100	X		CLA 6125	The Augustan Age	Rea				3				S		9	
100	X		CLA 6930	Roman Religion	Yates				3				F		9	

Criminology/Sociology - Criminology, Law, and Society

25			CCJ 4934	Terrorism <i>Includes discussion of terrorism in Europe</i>	Jenson		X		3							X
25			CJL 4050	Juvenile Law	Gardner/Lanza Kaduce				3	F	23		F	46		X

Criminology/Sociology - Sociology

50			SYA 4930	International Migration: Current Trends and Debates <i>Includes discussion of migration trends in Europe</i>	Ramos Solis				3	S	47					
25			SYA 4930	Sociology of Globalization	Overdevest				3	S	28		S	43		X
25			SYD 4510	Environment & Society <i>Europe included in discussion</i>	Perz				3	F/S	97					
100		X	SYD 4701/EUS 4930	Nationalism & Ethnicity in Europe	Ceobanu	X	X	X	3	F	13					X
25			SYO 4300	Political Sociology <i>Includes some European Content</i>	Ceobanu				3							X
75			SYA 6018	Classical Social Theories <i>Includes European thinkers and theorists</i>	Gattone				3	F		10	F		4	X
75			SYA 6126	Contemporary Sociological Theory <i>Sociological theories from 1930 to present</i>	Sorek				3	S		12				
25			SYA 7933	Population Issues <i>Includes some European case studies</i>	Koropeckyj-Cox				3	F		12				

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Economics																
50			ECO 3704	International Trade Includes discussion on European trade relations	Dinopoulos/Heins		X		4	F/S	83		F/S	87		X
50			ECO 3713	International Macroeconomics <i>some discussion of Europe</i>	Waldo				4	F/S	128		F/S	102		X
25			ECO 4934	Economics of Sustainability	Phillips				3	S	36		S	28		X
Varies			ECO 4956	International Studies in Economics	STAFF				VAR							
50			ECO 5715	Open Economy Macroeconomics International linkages arising from capital flows and exchange between countries	Waldo				2	F/S		185	F/S		228	X
50			ECO 6716	International Macroeconomics <i>some discussion of Europe</i>	Waldo					F/S		82	F		78	X
Varies			ECO 6957	International Studies	STAFF				VAR							
50			ECO 7706	Theory of International Trade <i>Historical and economic background of foreign trade</i>	Dinopoulos				3				F		6	
50			ECO 7707	International Economic Relations <i>Includes some discussion of European economic relations</i>	Heins				3				S		6	
English																
50			ENG 3121	History of Film, Part 1 <i>Material on European film</i>	Turim				4	S	36					X
50			ENG 3122	History of Film, Part 2 <i>Material on European film</i>	Coman				4				F	23		
25			ENG 3125	History of Film, Part 3 <i>Some materials on European films</i>	Norford/Turim				4	F	33		F	26		
50			ENG 4133	Mental Illness Onfilm <i>Includes works by European filmmakers & authors</i>	Burt				4	S	34					
100	X		ENG 4133/GET 3930/JST 4905	Nazis in Film	Kligerman				4	F	15					
75	X		ENG 4133/JST 4936	Vampire Cinema	Kujundzic				VAR	F	24		F	29		X
50			ENG 4134	Women & Film <i>Includes works by European directors</i>	Turim				4	F	36					
100			ENL 3112	The English Novel: 18th Century	Maioli dos Santos				3	S	35					
100			ENL 3122	The English Novel: 19th Century	Hadyk- DeLodder/Kniesler/Reed/ Gangnes				3	F/S/SU	101		S	35		X
100			ENL 3132	The English Novel: 20th Century	Hager/Pither		X		3	F/S/SU	19		F/S	7		X
100			ENL 3230	The Age of Dryden and Pope	Maioli dos Santos				3							X
100			ENL 3251	Victorian Literature	Hadyk- DeLodder,Gareth/Snodgrass/ Bodies				3				F	33		X

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100	X	X	ENL 4221/MEM 4931	Milton's Major Poems	Rudnytsky				3				S	19		
100			ENL 4273	Twentieth Century British Literature	Wegner				3							X
100			ENL 4333	Shakespeare	Homan/Rudnytsky				3				F	25		
100			ENL 4333	Shakespeare & Extreme	Rudnytsky				3	F	30					X
100			ENL 4333	Shakespeare: Doing It	Homan				3	F	35		F	35		
75			LIT 3043	Studies in Modern Drama <i>Includes works by European playwrights</i>	Homan				3				F	35		
100		X	LIT 3388/CLT 3930	How Does Your Garden Grow <i>Discussion of gardens in classic and British literature</i>	Page/Pagan				3				F	27		
75		X	LIT 4194/AFA 4931	Afro-Europe Lit/Culture	Reid				3	F	33					
75			LIT 4334	Golden Age of Children's Literature <i>Includes works by Defoe, Dickens, Stevenson</i>	Yan				3							X
100			LIT 4930	Faute De Lecture <i>Course focuses on European authors</i>	Burt				3				F	16		
100		X	LIT 4930/HBR 4930/JST 4936	Holocaust Novel	Abend				3				S	17		
100			LIT 4930	Jules Verne & Company	Harpold				3				S	32		
75			LIT 4930	Postumography <i>Includes many works by European authors</i>	Burt				3	S	34					
50			ENG 6075	Literary Theory: Issues <i>Includes European material</i>	Emery				3	F		8				
50			ENG 6077	Literary Theory: Forms <i>Includes European material</i>	Wegner				3	S		9				
25			ENG 6138	Studies in the Movies	Mennel/Romeyn				3	F		1	F		13	
100			ENL 6236	Studies in Restoration & 18th-Century Literature	dos Santos				3	F		6				
100			ENL 6256	Victorian Literature	Gilbert				3							X
100			ENL 6276	Studies in 20th Century British Literature	Bryant				3	F		11				
European Studies																
100			EUS 2001	European Experience: A Humanities Perspective	Romeyn/Raynard	X			3	S	36		F	43		X
100			EUS 2003	European Experience: A Social Science Perspective	Stoilkova	X			3	F	41		S	18		
100		X	EUS 3100/ENG 4133	European Road Movie	Raynard				4							X
100		X	EUS 3100/ENG 4135	Modern Czech Cinema	Raynard	X		X	4	F	11					
100		X	EUS 3100/ENG 4133	East/West: European Art Cinema	Gitto			X	4							X
100			EUS 3110	Food Customs in Europe	Kowalewska			X	1							X
100			EUS 3140	Culture In Crisis: The European Avant-Garde Between The Wars	Raynard	X		X	3	S	7					
100			EUS 3220	Secret Police Under Communism	Nagy	X		X	3	F	24		F	29		X

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100			EUS 3221	Socialist Control & Resistance In Eastern Europe After 1945	Nagy	X		X	3	S	14		S	19		
100			EUS 3900	Directed Reading: The Capital	Kreppel		X		1							X
100			EUS 3930*	EU Food Policy	Kowalewska		X		3							X
100	X		EUS 3930/LIT 3400	Degenerative Europe	Hernandez	X			3				F	30		
100	X		EUS 3930/EUH 3931	Germany in the 1920s	Schuering	X		X	3				S	28		
100	X		EUS 3930/CLA 3930	Greek Experience: Ancient to Modern	Kostopoulos	X			3				S	23		
100	X		EUS 3930/JST 3930	Holocaust Memory	Romeyn	X		X	3				S	10		
100	X		EUS 3930/EUH 3931	Imperial Germany	Schuering	X		X	3				F	29		
75	X		EUS 3930/POS 4931	Intro to Refugee Studies	Romeyn		X		3				S	29		X
100			EUS 3930	Migration, Race & Ethnicity in Europe	Romeyn	X	X		3	F	13		F	12		
100	X		EUS 3930/ANT 3930	Postsocialist Realities: Eastern Europe & Russia After the Cold War	Stoilkova	X	X	X	3				S	10		
100	X		EUS 3930/HIS 3931	Science & Society	Schuering				3	F	9					
75	X		EUS 3930/INR 4931	Globalization and the Future Nations	Stoilkova				3				F	18		X
100	X		EUS 3930/SPT 3930	Language Policies in the Multilingual European Landscape	Restrepo Ramos		X		3							X
100			EUS 3930	Urban Cultures	Romeyn				3	F	16					X
100	X		EUS 3930/ANT 3930	Globalization & Migration	Stoilkova		X		3	S	10					
100	X		EUS 3930/ASH 3931	History of Turks	Sahin				3	F	19		F	9		
100	X		EUS 3930/ASH 3931/CLA 3930	Greece Turkey World	Kostopoulos	X			3	F	25					
100	X		EUS 3930/HIS 3931	Genes Blood & the Body Politic	Schuering			X	3				S	18		
100	X		EUS 3930/EUH 3931	History of Divided Germany	Schuering	X		X	3							X
100	X		EUS 3930/EUH 3931	The Other Europe	Romeyn	X	X		3	S	14		S	10		
100	X		EUS 3930/EUH 3931	Turks & Islam in Europe	Sahin	X			3	S	12					
100	X		EUS 3930/EUH 3931	Terror, Europe, and Islam	Sahin				3							X
100	X		EUS 3930/EUH 3931/GET 3930	1848 Germany & Europe	Schuering	X			3	F	14					
100	X		EUS 3930/POS 4931	EU in Crisis	Baysal	X	X		3				F	21		

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100		X	EUS 3930/EUH 3931	Marx & Money	Nagy			X	3							X
100		x	EUS 3930/ CLA 3930	Greek Identity	Kostopoulos	X	X		3	S	29					
100		X	EUS 3937*	FLAC TBD	STAFF				1							X
100		X	EUS 3937*	Terrorism in Spain	STAFF				1							X
100		X	EUS 3937	Portugal and the EU	STAFF				1							X
100		X	EUS 3937	FLAC TBD	STAFF				1							X
100		X	EUS 4210/POS 4931	Politics & Institutions of the European Union	Kreppel/Baysal	X	X		3				S	46		X
100		X	EUS 4212/POS 4931	European Economic Integration: Politics & Policy	O'Dwyer	X	X		3	S	27					X
100		X	EUS 4213/EUH 3931	Turkey & the EU	Sahin	X	X		3				S	22		
100			EUS 4930	European Cultural Traditions and Politics	Stoilkova		X		3							X
100		X	EUS 4930/ANT 4930	Contemporary Movements for Social Change	Stoilkova				3				S	12		
75		X	EUS 4930/EUS 3930/ POS 4931/INR 4931	Divided Cities	Hozic				3	S	42					X
100		X	EUS 4930/SYA 4930	Cultural Identity in Europe	Ceobanu	X	X	X	3	S	14					X
100			EUS 4932	Jean Monnet Seminar	STAFF	X	X		VAR							X
100		X	EUS 4950/POS 4956	Prague In Context	Kleespies/O'Dwyer	X			3				SU			
100		X	EUS 4950/POS 4956	EU and the World	Kreppel	X	X		3	SU	12		SU			
100			EUS 6005	Intro Euro Studies	Finkel/Stoilkova				1	F		8	F		3	X
100			EUS 6905	Independent Polish Study	Kowalewska				VAR				F/S		2	X
100			EUL 0000*	Introductory Lithuanian	STAFF				VAR							X
100			EUL 0000*	Introductory Latvian	STAFF				VAR							X
100			EUL 0000*	Introductory Estonian	STAFF				VAR							X
100			EUL 0000*	Intermediate Lithuanian	STAFF				VAR							X
100			EUL 0000*	Intermediate Latvian	STAFF				VAR							X
100			EUL 0000*	Intermediate Estonian	STAFF				VAR							X
European Studies - Czech																
100			CZE 1130	Introduction to Czech Language & Culture 1	Raynard				5	F	4		F	2		
100			CZE 1131	Introduction to Czech Language & Culture 2	Raynard				5	S	2		S	2		
100			CZE 2200	Intermediate Czech 1	Raynard				3							X
100			CZE 2201	Intermediate Czech 2	Raynard				3							X
100			EUS 3938	Rvw & Prgrss Czech	Raynard				VAR	F	5		F	5		X
100			EUS 3938	Rvw & Prgrss Czech 2	Raynard				VAR	S	5		S	3		X
100		X	CZT 3564/EUS 3110/EUH 3931	Modern Czech Culture & Society	Raynard	X		X	3				S	18		

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European Studies - Dutch																
100			DUT 1130	Beginning Dutch 1	Nagy				5	F	11					
100			DUT 1131	Beginning Dutch 2	Nagy				5	S	7					
European Studies - Hungarian																
100			HNG 1130	Beginning Hungarian 1	Nagy				5				F	5		X
100			HNG 1131	Beginning Hungarian 2	Nagy				5				S	4		X
100			HNG 1180	Elementary Hungarian: Review & Progress 1	Nagy				3	F/S	4					X
100			HNG 1182	Elementary Hungarian: Review & Progress 2	Nagy				3	S	2					X
100			EUS 3938	Advanced Hungarian	Nagy				VAR	F/S	3		F/S	2		X
100			EUS 6905	Graduate Hungarian Language	Nagy				1				F/S		4	X
European Studies - Polish																
100			POL 1130*	Introduction to Polish Language & Culture 1	Kowalewska				5	F	4		F	4		X
100			POL 1131*	Introduction to Polish Language & Culture 2	Kowalewska				5	S	2		S	3		X
100			POL 2200*	Intermediate Polish 1	STAFF				4							X
100			POL 2221*	Intermediate Polish 2	STAFF				4							X
100			EUS 3938	Independent Study Polish	Kowalewska				1				F/S	2		X
European Studies - Turkish																
100			TUR 1130	Beginning Turkish 1	Peker/Karagoz Sahin				5	F/SU	11		F	3		X
100			TUR 1131	Beginning Turkish 2	Peker/Karagoz Sahin				5	S	4		S	3		X
100			TUR 2220	Intermediate Turkish 1	Peker/Karagoz Sahin				4	F/SU	5		F	1		X
100			TUR 2221	Intermediate Turkish 2	Peker/Karagoz Sahin				4	S	5		S	2		X
100			EUS 3938	Advanced Turkish	Sahin				VAR	F/S	3		S	1		X
100			EUS 3938	Themes In Turkish	Sahin/Peker				VAR	F/S	4		F	2		
100			EUS 3938	Turkish In Conversation	Sahin				VAR	SU	2					
Geography																
100			GEA 3500	Geography of Europe	Lannon	X		X	3	S	48		S	42		X
50			GEO 2420	Introduction to Human Geography	Castro/McKay/Lannon				3	F/S	50		F	27		X
25			GEO 2426	Pop Music & Culture: A Geographic Perspective	Fik				3				F	27		
25			GEO 2500	Global & Regional Economies	McKay/Hodik/Antunes				3	F/S	104		F	96		X
25			GEO 3502	Economic Geography	McKay/Galvan-Miyoshi				3				F	61		X
25			GEO 3803	Geography of Alcohol	Hanson/McKay				3				F	27		
History																
100		X	EUH 3033/JST 3930	History of The Holocaust	Goda	X		X	3	S	97		S	94		X
100		X	EUH 3035/JST 3930	Nazi Germany	Goda	X		X	3	SU	63					
100	X		EUH 3121	The Early Middle Ages	Curta				3							X
100	X		EUH 3140	Renaissance	Kozik				3	F	23					
100	X	X	EUH 3180/MEM 3931	Medieval Magic and Witchcraft	Effros				3	F	25					

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100			EUH 3206	20th Century Europe	Esenwein	X			3				S	16		
100	X		EUH 3300	Byzantine History	Curta				3	F	29					
100	X		EUH 3323	Medieval Eastern Europe	Curta				3	S	31					
100	X		EUH 3473	Medieval Germany	Curta				3				F	24		
100	X		EUH 3500	Medieval England	Curta				3	F	26					
100			EUH 3502	Modern Britain	Boetcher/Harland-Jacobs	X			3	F	26		S	43		
100			EUH 3533	Ireland in the British Empire	Harland-Jacobs	X			3							X
100			EUH 3575	Imperial Russia, 1700-1914	Finkel	X		X	3				F	28		
100			EUH 3576	Twentieth-Century Russia To 1953	Finkel	X		X	3	F	21					
75	X	X	EUH 3670/ASH 3931/JST 3930	Jewish History, 711-1492	Caputo				3	S	25					
100	X		EUH 3671	Jewish History, 1492-1750	Caputo				3				F	11		
100			EUH 3672	Modern European Jewish History	Hart	X			3							X
100			EUH 3931	French Revolution	Gage	X			3	S	18					
100			EUH 3931	Modern France	Kroen	X			3				F	16		
100			EUH 3931	Restless Women	Kroen	X			3	S	24					
100			EUH 3931	Russia & The World	Finkel	X		X	3	S	52		S	51		X
100			EUH 3931	The Soviet Experiment	Finkel	X			3	F	8					
100			EUH 3931	WWI & British Empire	Boetcher	X			3				S	32		
100	X		EUH 3931	Medieval France	Curta				3	S	20					
100	X		EUH 3931	Crusades	Curta				3							X
100	X		EUH 3931	Inquisitions	Deardorff				3							X
100		X	EUH 3931/JST 3930	Modern European Jewish History	Hart	X			3	F	24					
100	X	X	EUH 3931/MEM 3931	Migration, Mobility, and Travel	Houle				3	SU	14					
75		X	EUH 3931/LAH 3931	Religion in the Atlantic World	Strickland				3							X
100	X		EUH 4123	Holy War in the Middle Ages	Caputo				3				S	29		
100			EUH 4280	History of The Second World War	Esenwein	X		X	3	F/S	49					X
100			EUH 4282	History of Cold War Europe	Esenwein	X		X	3				S	24		
100		X	EUH 4464/EUS 3930/GET 4930	20th Century Germany	Schuering	X		X	3	S	28					
100	X		EUH 4584	Medieval Russia	Curta				3				S	14		
100			EUH 4610	Society and the Sexes in Modern Europe	Kroen	X			3							X
100			EUH 4664	Modern European Revolutions: 1789-1989	Esenwein	X			3				F	21		
100			EUH 4930	Biography as Cultural History	Kroen				3	S	13					
100			EUH 4930	Europe in the Age of Dictatorships, 1919-1945	Esenwein	X			3				F	14		
100			EUH 4930	Modern Antisemitism	Hart	X			3	S	15					
100			EUH 4930	Adam Smith	Kroen				3				S	21		
100	X		EUH 4930	Religion & Politics in Medieval Spain	Caputo				3	F	9					X
100	X		EUH 4930	Christianity and the Body	Effros				3	S	11					
100	X		EUH 4930	Catastrophe in the Middle Ages	Curta				3				S	20		

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50		X	HIS 3454/AFA 3930	Racial Theories in Europe & the U.S	Kendi				3	S	28					
50			HIS 3931	Nuclear History <i>Includes materials on nuclear history in Europe</i>	Schuering				3				F	15		
25		X	HIS 3931/EUS 3930	The Anthropocene <i>Includes discussion of sustainability in Europe</i>	Schuering				3							X
50			HIS 3942	Cold War Europe & US	Esenwein				3	S	26					
100			HIS 3942	Practicum, Eichmann	Goda				3				F	37		
100			HIS 3942	Practicum, Russian Revolution	Finkel				3	F	33					
100			HIS 3942	Practicum, Sherlock Holmes	Hart				3				S	34		
100	X		HIS 3942	Practicum, High Middle Ages	Caputo				3							X
100			HIS 3942	Practicum, Capitalism and Democracy Post WWII	Kroen				3							X
100			HIS 4956	Overseas Studies (Irish Soc Imagination)	STAFF				VAR				F			
100			HIS 4956	UF at Cambridge	Kroen				VAR							
25			WOH 2040	The World in the Twentieth Century	Esenwein				3	F	28					X
25			WOH 3205	History of Human Rights <i>Includes content on European history & thinkers</i>	Finkel				3				F	31		
50			WOH 4243	Empires, Nationalism, and Revolution 1945-1994 <i>Includes content on Europe in Cold War</i>	White								F	17		
75			WOH 4264	Empires & Imperialism	Kozik	X			3	SU	27					
100			EUH 5934	History of Human Rights	Finkel				3	F		6				
100			EUH 5934	20th Century Germany	Schuering				3	S		2				
100	X		EUH 5934	Holy War	Caputo				3				S		3	
100	X		EUH 5934	Jewish History, 711-1492	Caputo				3	S		3				
100	X		EUH 5934	Medieval Russia	Curta				3				S		1	
100	X		EUH 5934	Medieval France	Curta				3	S		1				
100			EUH 5934	Nationalism	Hart				3							X
100	X		EUH 6174	Conversion in the Middle Ages	Curta				3				F		9	
100			EUH 6289	Readings, Modern Europe	Goda				3	F		6				
75			HIS 6061	Introduction To Historiography	Hart/Newman/Kroen				3	F/S		18	F		9	X
International Studies																
Varies			INS 3004	International Studies Perspectives	Suarez Carrasquillo/Jacobs/Sahin				3	F/S	145		F/S	127		X
Varies			INS 4930	Senior Research Seminar	Suarez Carrasquillo/Sahin/Stoilkova				3	F/S	78		F/S	89		X
Jewish Studies																
100		X	JST 3930/EUH 3931	Antisemitism	Hart	X			3				F	20		
100		X	JST 3930/EUS 3930	Children of the Revolution: Avant-Gardes, Intellectuals, and the Holocaust in France	Zachmann				3				F	8		
50		X	JST 3930/REL 3938	Intro to Jewish Studies <i>Includes European authors, film, and history</i>	Kujundzic				3	F	39					

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100		X	JST 4936/RUT 3930	Russian Jews	Kujundzic				3				S	10		
25		X	JST 4936/REL 4936/ENG 3011	Critical Theory & Jews <i>Includes some discussion of European authors and thinkers</i>	Kujundzic				3				F	9		X
Languages, Literatures, and Cultures - General																
100			FOL 6943	Romance Language Teaching Methods	Antes/Wooten				3	F		10	F		19	X
Languages, Literatures, and Cultures - Arabic																
Varies			ARA 1130	Beginning Arabic I	Alhadi/Alramadan/Bouguettaya				5	F	68		F	64		X
Varies			ARA 1131	Beginning Arabic II	Alhadi/Alramadan/Bouguettaya				5	S	51		S	22		X
Varies			ARA 2220	Intermediate Arabic I	Alhadi/Bouguettaya				4	F	25		F	26		X
Varies			ARA 2221	Intermediate Arabic II	Alhadi/Alramadan/Bouguettaya				4	S	26		S	13		X
Varies			ARA 3410	Advanced Arabic I	Bouguettaya/Haddad				3	F	11		F	18		X
Varies			ARA 4400	Fourth Year Arabic I	Tlili				3	F	8					X
Varies			ARA 4850	Structure of Standard Arabic	Haddad				3				F	7		X
Languages, Literatures, and Cultures - French																
100			FRE 1130	Beginning French 1	STAFF				5	F/S/SU	139		F/S	135		X
100			FRE 1131	Beginning French 2	STAFF				5	F/S/SU	131		F/S	100		X
100			FRE 1134	Accelerated French Review	STAFF				5	F/S	65		F/S	71		X
100			FRE 2220	Intermediate French 1	Wiechman/Piccirilli/Deng/ Patten/Seailles/Hom				4	F/S	106		F/S	86		X
100			FRE 2221	Intermediate French 2	Seailles/Hom/Patten				4	F/S	90		F/S	70		X
100			FRE 3300	Grammar & Composition	Hom/Seailles/Sow/ Bloom/ Weltman-Aron/Blum/ Zachmann/				3	F/S	62		F/S	66		X
100			FRE 3320	Composition & Stylistics	Seailles/Blondeau/Murphy/ Blum/Antes				3	F/S	59		F/S	50		X
100			FRE 3410	French Conversation & Interaction	Murphy/Zachmann				3	F	21		F/S	39		X
100			FRE 3440	Commercial French	Ciesco	X			3	S	7		F	12		X
100			FRE 3442	Contemporary French Commerce	Vincent/Ciesco	X			3				S	5		
100			FRE 3500	France Through the Ages	Weltman-Aron/ Bloom	X			3	F	7		F	14		X
50			FRE 3502	Francophone Cultures	Weltman-Aron/Sow	X			3	F	17		S	21		X
100			FRE 3564	Contemporary French Culture	Seailles/Zachmann	X	X		3	S	17					X
100			FRE 3780L	Corrective Phonetics	Blondeau/Vincent/Zachmann/ Antes				3	F	7		F	6		
100			FRE 4420	Writing in French	Blum				3				S	8		
100			FRE 4780	Introduction to French Phonetics & Phonology	Blondeau				3				F	11		
100			FRE 4822	Sociolinguistics Of French	Blondeau				3	F	16					
100			FRE 4850	Introduction to the Structure of French	Antes				3							X
100			FRE 4905	Individual Work	Antes				VAR	F/S	9		F	1		X
100			FRE 4906	Honors Thesis	Zachmann/Blondeau/ Weltman-Aron				VAR	F/S	2					X
100			FRE 4911	Undergraduate Research in Language or Linguistics	Zachmann				3	F	2					X
100			FRE 4930	History of French Language	Calin				3	F	10					

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100			FRE 4930	Urban Sociolinguistics & French	Blondeau				3				S	7		
100			FRE 4930	Theatre as a Machine of Philosophical Warfare	Weltman-Aron				3				F	1		
50			FRE 4930	Linguistic Contact and Culture: Influence of Arabic in Urban French	Hebblethwaite				3				F	4		
100	X		FRE 4930/LIN 4930	Introuction to Semiotics	Antes				3	S	16					
100	X		FRE 4930/JST 4936	Women Resistors	Zachmann				3							X
100			FRT 2460	French Texts & Contexts	Sow				3				F	5		
100	X		FRT 3004/EUS 3930/JST 3930	Post Shoah France	Zachmann				3				S	17		
100	X		FRT 3004/MEM 3931	French Fairy Tales	Bloom				3				F	11		
100	X		FRT 3004/MEM 3931	Versailles	Bloom				3	S	9					
100	X		FRT 3004/EUS 3930/JST 3930	France and Israel	Zachmann				3							X
100	X		FRT 3520/ENG 4135	French Cinema	Blum				4				F	32		
100	X		FRT 3561/WST 3930	Women In French Literature and/or Cinema	Weltman-Aron				3	F	7					
100	X		FRT 3561/LIT 4930	Paris Was/Is a Woman	Blum				3				S	23		
100			FRW 3100	Introduction To French Literature 1	Bloom				3	F	6		F	7		X
100			FRW 3101	Introduction To French Literature 2	Murphy/Weltman-Aron	X			3	S	9		S	10		
100	X		FRW 4212	Readings in 17th Century French Prose	Bloom				3							X
100			FRW 4273	Readings in 18th Century French Literature	Bloom				3	S	1					
100			FRW 4281	Readings in the 20th Century French Novel	Murphy	X			3	F	8					
100			FRW 4552	Introduction to Realism & Naturalism	Zachmann	X			3				S	7		
100			FRW 4762	Autobiography	Weltman-Aron	X			3	S	6					
100			FRW 4932	Contes et Nouvelles	Bloom				3				S	4		
100			FRW 4932	Multiculturalism in France	Sow				3	S	18					
100			FRE 6060	Beginning French For Graduate Students I	Seailles				3				F		6	
100			FRE 6735	Introuction to Semiotics	Antes				3	S		2				
100			FRE 6735	Urban Sociolinguistics & French	Blondeau				3				S		4	
50			FRE 6735	Linguistic Contact and Culture: Influence of Arabic in Urban French	Hebblethwaite				3				F			
100			FRE 6785	French Phonetics & Phonology	Blondeau				3				F		2	
100			FRE 6827	Sociolinguistics Of French	Blondeau				3	F		5				
100			FRE 6845	History of the French Language	Calin				3	F		5				
100			FRE 6855	Structure Of French	Antes				3							X
100	X		FRW 6217	Readings in 17th Century French Prose	Bloom				3							X
100			FRW 6276	18th Century French Literature	Bloom				3	S		3				
100			FRW 6288	20th Century French Novel	Murphy				3	F		4	S		3	
100			FRW 6556	French Realism & Naturalism	Zachmann				3				S		5	

* Courses using Title VI funding
 PR/Award # PD15A180078
 Black = 25%, Blue = 50%, Green = 75%, Red = 100% European Content
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100			FRW 6780	Autobiography	Weltman-Aron				3	S		3				
100			FRW 6900	Women Resistors	Zachmann				3							X
Varies			FRW 6905	Individual Work	Blondeau/Blum				VAR	F/S		2	F		1	X
100			FRW 6938	18th Century Theatre/Philosophic Weapon	Weltman-Aron				3				F		5	
100			FRW 6971	Research For Master's Thesis	Antes/Blondeau/Blum				VAR	F/S		4	F		1	X
100			FRW 7980	Research For Doctoral Dissertation	Weltman-Aron				VAR	F/S		4	F		2	X
Languages, Literatures, and Cultures - German																
100			GER 1125	Discover German 1	Watkins/Overstreet				5	F/S	34		F	21		X
100			GER 1126	Discover German 2	Overstreet/Futterknecht/Hasty				5	F/S	29		S	19		X
100			GER 1130	Beginning Intensive German 1	STAFF				5	F/S	110		F/S	97		X
100			GER 1131	Beginning Intensive German 2	STAFF				5	F/S	83		F/S	71		X
100			GER 2200	Intermediate German 1	Hasty/Overstreet/Difino				3	F/S	32		F	15		X
100			GER 2240	Intermediate German 2	Overstreet				3	S	23		S	16		X
100			GER 3234	Reading German Texts	Futterknecht	X			3	S	10		S	8		X
100			GER 3300	Writing German Texts	Overstreet				3	S	8		S	1		X
100			GER 3401	German Grammar Review	Overstreet/Futterknecht				3	F	19		F	14		X
100			GER 3413	German Listening, Comprehension & Speaking	Hasty				3				F	8		X
100			GER 3440	German in Business	Futterknecht	X			3	F	8					
100			GER 4930	Reading Knowledge I	Hasty				3							X
100	X		GET 3200	Medieval Literary Culture	Hasty				3							X
100	X		GET 3201	Early Modern Literary Culture	Hasty				3							X
100			GET 3520	Early German Cinema: 1945	Mennel	X		X	4							X
100			GET 3930	German Fairy Tales	Futterknecht	X		X	3	F	20		F	10		
100	X		GET 3930/IDH 3931	The Poetics of Justice: Law, Literature, and Film	Kligerman				3	S	23		S	8		
100	X		GET 3930/JST 3930	The Limits of Representation: The Holocaust in Literature and Film	Kligerman	X		X	3				F	10		X
100	X	X	GET 4930/MEM 4931	Medieval & Renaissance Literature	Hasty				3	S	4					
100			GEW 3930	German Youth Movemnts	Futterknecht				3	S	6					
100			GEW 4401	German Cities	Futterknecht				3				S	4		
100		X	GEW 4730/JST 4936	Kafka &The Kafkaesque	Kligerman	X		X	3				F	5		X
100		X	GEW 4731/JST 4936	Contemporary German Literature	Kligerman	X		X	3	F	14		S	4		
100			GEW 4905	Individual Work	Futterknecht/Overstreet				VAR	S	1		F	1		X
100			GEW 4911	Undergraduate Research In German	STAFF				VAR	S	1					X
100			GEW 4930	Seminar in Germanic Languages & Literatures	Futterknecht				3	F	2					X
100			GER 6060	Beginning German Graduate Studies I	Hasty				3							X
100	X		GEW 6405	Medieval & Renaissance Literature	Hasty				3	S		2				
100			GEW 6535	German Classical & Romantic Literature	Futterknecht				3	F		5				
100			GEW 6558	Young Germany, Biedermeier, Realism, & Naturalism	Futterknecht				3				F		1	
100			GEW 6735	Modern German Literature	Kligerman				3	S		3	S		5	

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100			GEW 6901	Special Study in Germanic Languages & Literatures	STAFF				3	F		4	F		1	X
100			GEW 6905	Independent Study	Hasty/Watt/Bluck				3	F/S		3	S		1	X
Languages, Literatures, and Cultures - Hebrew																
100		X	HBR 4930/JST 4936	Yiddish Language & Culture	Abend				3	S	4					
Languages, Literatures, and Cultures - Italian																
100			ITA 1130	Beginning Italian 1	Agnelli/Colarossi/Nunn/ Chertoff				5	F/S	148		F/S	134		X
100			ITA 1131	Beginning Italian 2	Colarossi/Nunn/Chertoff				5	F/S	111		F/S	117		X
100			ITA 2220	Intermediate Italian 1	Colarossi/Balestriere				4	F/S	29		F/S	22		X
100			ITA 2221	Intermediate Italian 2	Balestriere				4	F/S	25		F/S	20		X
100			ITA 3420	Grammar & Composition 1	Colarossi				3	F	10		F	13		X
100			ITA 3500	Italian Civilization	Agnelli/Balestriere	X			3	F/S	24		S	11		X
100			ITA 3564	Contemporary Italian Culture	Amberson	X			3				S	10		
100			ITA 4905	Individual Work	Balestriere/Amberson				VAR	F/S	2					X
100			ITT 3540	Murder Italian Style: Crime Fiction & Film In Italy	Amberson				3							X
100			ITT 3541	Gangsters & Godfathers: Italian Mafia Movies	Amberson				3				F	16		
100			ITT 3930	A Thousand Years of Science in Italy	Agnelli				3	S	7					
100		X	ITT 3930/IDH 2930/MEM 3931	Engineering the Renaissance	Watt/Law				3	F	20					
100			ITW 3101	Introduction to Italian Literature 2	Amberson	X			3				F	7		
100			ITW 3310	Italian Play	Balestriere				3	S	7					
100		X	ITW 3500	Boccaccio's Decameron	Watt				3							X
100			ITW 4526	Mad Love In Modern Italian Literature	Amberson				3							X
100			ITW 4580	Animals and Animality in Italian Culture	Amberson				3				S	11		
100		X	X	ITW 4600/MEM 4931	Dante's Inferno	Watt			3				F	5		
100			ITW 4911	Undergraduate Research In Literature In Italian	STAFF				VAR							X
Languages, Literatures, and Cultures - Russian																
100			RUS 1130	Introduction to Russian Language & Culture 1	Wladyka/Renz/O'Shields/ Gorham/Burak/Kleespies				5	F	70		F	73		X
100			RUS 1131	Introduction to Russian Language & Culture 2	Wladyka/Renz/ Goodwin/Burak/Kleespies				5	S	60		S	66		X
100			RUS 2220	Intermediate Russian 1	Renz/Gorham/Goodwin				4	F	33		F	33		X
100			RUS 3240	Oral Practice In Russian	Wladyka				4	F	17		F	10		X
100			RUS 3400	Intermediate Russian 2	Renz/Burak/Rylkova/Wladyka				4	S	28		S	29		X
100			RUS 4000	Advanced Russian 1	Goodwin/Burak				3	F	14		F	13		X
100			RUS 4001	Advanced Russian 2	Gorham				3	S	12		S	5		X
100			RUS 4501	Russian Research Seminar	Kleespies				3	F	8		F	12		X

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100			RUS 4503	Theory & Practice Of Russian-English Translation 1	Burak				3				S	5		
100			RUS 4780	Corrective Phonetics and Intonation	Burak				3				S	10		
100			RUS 4905	Individual Work in Russian	STAFF				VAR	F/S	2		F/S	4		X
100			RUS 4911	Undergraduate Research in Russian Language	STAFF				VAR	S	1		F/S	2		X
100			RUT 3101	Russian Masterpieces	Rylkova			X	3				F	19		X
100			RUT 3442	Cold War Culture	Kleespies			X	3				S	25		
100			RUT 3442	Themes From Russian Literature	Kleespies	X			3	S	14					
100			RUT 3442	Literary Journey	Kleespies				3				F	7		
100			RUT 3442	War & Peace	Kleespies				3							X
100			RUT 3452	Russian Literature of the Twentieth Century	Goodwin	X		X	3	F	19		S	17		
100			RUT 3504	Russia Today	Gorham	X		X	3	F	37		F	40		X
100			RUT 3503	Violence and Terror in the Russian Experience	Goodwin				3							X
100			RUT 3514	Russian Fairy Tales	Gorham	X		X	3	S	60		S	32		X
100			RUT 3530	Russia's Struggle With Nature: Legacies Of Destruction & Preservation	Goodwin			X	3	S	13					
100		X	RUT 3600/EUS 3930	The 20th Century Through Slavic Eyes	Rylkova			X	3							X
100			RUW 3101	Reading Russian Literature	Goodwin			X	3	S	17		S	11		X
100			RUW 4301	Russian Drama & Poetry	Rylkova	X			3	S	7					
100			RUW 4341	Russian Media Culture	Gorham				3	F	4					
100			RUW 4370	Russian Short Prose	Burak				3							X
100			RUW 4630	Pushkin and Nabokov	Rylkova				3				S	3		
Linguistics																
25			LIN 4930	Languages of the World	Martinovic				3							X
Medieval and Early Modern Studies																
100	X	X	MEM 3300/GET 3930	Castles and Cloisters	Hasty				3				S	22		X
100	X	X	MEM3301/GET 3930	Palaces & Cities	Hasty				3				S	12		X
Philosophy																
100	X		PHH 3100	Ancient Greek Philosophy	Palmer/Rothschild				3	F/S	91		F/S	80		X
100	X		PHH 3111	Ancient Ethical and Political Thought	Palmer				3	S	27					
75			PHH 3400	Modern Philosophy	Biro/Duncan				3	F/S	70		F/S	70		X
100	X		PHH 4141	Socrates and the Stoics	Palmer				3	F	14					
100			PHH 4420	Seminar on Rousseau	Westmoreland				3	S	22					
100			PHH 4644	Continental Philosophy	D'Amico/Rothschild				3	S	24		S	24		
100			PHH 4930	Seminar in Ortega	Auxter				3				F	25		
50			PHI 3650	Moral Philosophy <i>Includes discussion of major European philosophers</i>	Ahlberg/Rothschild/Purves				3	F/S	114		F	59		X

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50			PHI 4930	Descartes' Error <i>Includes discussion of Descartes works and European philosophers' responses</i>	D'Amico				3	F	7					
75			PHP 3786	Existentialism	Auxter				3	S	31		S	35		X
75			PHH 5405	Modern Philosophy I	Duncan				3	S		7				X
100	X		PHH 6105	Seminar in Ancient Philosophy	Palmer				3	F		5	S		4	
100			PHH 6425	Rousseau	Westmoreland				3	S		3				
50			PHI 5135	Graduate Logic	Ray				3	S		6				
100	X		PHP 5015	Ancient Philosophy II - Aristotle	Palmer				3				F		9	
100			PHP 6415	Seminar in Kant	Biro				3	F		11				
Political Science																
100			CPO 3103	Western European Politics	Cotton/Olivieri	X	X		3				F	48		
100	X		CPO 3614/EUS 3930	Eastern European Politics	O'Dwyer	X	X	X	3	F	57		F	45		X
100			CPO 3633	Politics in Russia	Moraski	X		X	3	S	47		F	45		X
75			CPO 4042	Post-Industrial Societies	Cotton		X		3				S	44		
50	X		CPO 4072/POS 4931	Comparative Elections	Moraski				3	S	28					
100			CPO 4145	Irish Government & Politics	Conley	X	X		3				S	40		
75			CPO 4731	Democratization in Global Perspective <i>Includes discussion of Eastern European democracies</i>	O'Dwyer				3	F	42		F	46		X
25			INR 3034	Politics of the World Economy	Hozic/Chung/Brown				3	S	49		F/S	98		X
25			INR 3084	Culture & World Politics	Ba/Hozic				3	S	40		S	47		X
25			INR 3333	Introduction to International Security	Benabdallah/Sjoberg				3	S	45		F	218		X
50			INR 3502	International Institutions <i>Includes discussion on the EU</i>	Apar				3							X
25			INR 3603	Theories of International Relations	Ba/Hozic/McDonald				3	F/S	92		F/S	93		X
75			INR 4035	Rich & Poor Nations in the International System	Brown/Chung		X		3	F	48		S	39		X
50			INR 4083	War & Peace in World Politics	Ziogas/Jang				3				F	36		
25			INR 4204	Comparative Foreign Policy	Benabdallah				3	F	47					
25			INR 4350	International Environmental Relations	Brown/Mccomber/Jean				3	F/S	59		F	47		X
100			INR 4531	Politics of the European Union	Brown	X	X		3				F	44		
25			INR 4931/POS 4931	Civil War and Peacebuilding	Smith				3	F	34					
100			POS 4956	Contemporary Austrian Culture (UF in Salzburg)	STAFF				3	SU			SU			
75			POT 3302	Political Ideologies	O'Neill				3	S	47					
100			POT 3503	Environmental Ethics and Politics (UF in Europe)	Thiele				3	SU	18		SU			
25			POT 4311	Problems Of Democracy	Dinnin/Bracewell				3	S	24					
25			CPO 6059	Democracy and its Competitors	Anderson				3	S		9				
50			CPO 6077	Social Movements in Comparative Perspective <i>Includes discussion of Eastern Europe and EU</i>	O'Dwyer				3	S		10				
50			CPO 6732	Democratization & Regime Transition <i>Includes European case studies</i>	Bernhard				3							X
100			CPO 6736	Post-Communist Politics	O'Dwyer				3				S		9	

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50			CPO 6756	Comparative Elections & Party Systems	Moraski				3	F	10					
Varies			INR 5935	Advanced Topics In International Relations	STAFF				3	F						
50			INR 6039	International Political Economy	Brown				3				S		13	
50			INR 6337	Survey of International Security	Selden/Arfi				3	F	13		S		11	
25			INR 6507	Global Institutions Includes discussion on European cases and EU	Brown				3	S	15					
25			INR 6607	International Relations Theory	Hozic				3	F	14		F		14	X
25			POS 6933	Comparative Historical Analysis <i>Includes some readings on Europe</i>	Bernhard				3	S	11					
100			POS 6933	EU Institutions	Kreppel				3							X
50			POS 6933	Comparative Political Institutions <i>Includes discussion of France, Germany, UK, and EU</i>	Kreppel				3				S		9	
Varies			POT 6505	Politics & Theory	O'Neill/Thiele/Klein				3	F	18		F		5	X
Psychology																
100			PSY 4930	Psychology and Intercultural Diversity (UF in Galway)	STAFF				3				SU			
50	X	X	PSY 6608/EDF 6938	History of Psychology <i>Includes discussion of European thinkers</i>	Ashton/Mawdsley				VAR	S	31		S		17	X
Religion																
25			REL 3148	Religion & Violence	Peterson				3	SU	26					X
50	X	X	REL 3321/JST 3938	Early Judaism & Early Christianity	Mueller				3				F		25	
100		X	REL 3938/EUS 3930	Islam in Europe	Stockmans	X	X		3	S	14		S		20	
50		X	REL 3938/EUH 3931/JST 3930	Intro to Judaism	Hart/Gordan				3	S	13		F		9	
100		X	REL 4936/JST 4936	Russian & European Jews	Kujundzic			X	3	S	8					
Varies			RLG 5937	Topics in Religious Studies	STAFF				3	F/S			F/S			X
Spanish/Portuguese - Portuguese																
100			POR 1130	Beginning Portuguese 1	Ferreira/Hansen/Ferreira de Araujo/Blanck/Infantino				5	F/S	37		F/S		31	X
100			POR 1131	Beginning Portuguese 2	Hansen/Ferreira/Nunes De Miranda				5	F/S	26		F/S		21	X
50			POR 3010	Introduction To Portuguese & Brazil: Accelerated	Ferreira/Infantino				5	F/S	32		F/S		42	X
100			POR 3224	Grammar Review	Ferreira				3				F		19	
100			POR 3242	Oral & Written Practice	Ginway/Ferreira				3	S	12		S		23	X
100			POR 3243	Composition & Conversation	Perrone/Ginway				3	F	15		F		16	X
100			POR 3451	Portuguese Translation & Interpretation	Ferreira				3				S		20	
100			POR 4420	Advanced Composition & Syntax	Perrone				3	S	13					
Varies			POW 4905	Individual Work	Ferreira/Ginway/Perrone				3	F	1		F		2	X
Varies			POW 6905	Individual Work	Lord-Ward/Perrone/Ginway				VAR	S/SU		2				X

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50			POW 6930	Rotating Topics In Brazilian or Portuguese Literature	Ginway/ Perrone				3							X
Spanish/Portuguese - Spanish																
100			SPN 1130	Beginning Spanish 1	STAFF				5	F/S/SU	1117		F/S	932		X
100			SPN 1131	Beginning Spanish 2	STAFF				5	F/S/SU	1161		F/S	934		X
100			SPN 1134	Accelerated Spanish	Morales Garcia/Restrepo Ramos/San Juan				5	SU	9					
100			SPN 1180	Elementary Spanish: Review & Progress	Gil/Sotelo				3	S	27		S	46		X
100			SPN 2200	Intermediate Spanish 1	Aaron/Sotelo/Wooten/ Sampedro/ Rivero Santa Cruz/Infante-Rivera/TAs				3	F/S/SU	293		F/S	221		X
100			SPN 2201	Intermediate Spanish 2	Rivero Santa Cruz/ Zahler/Gil/Sotelo/TAs				3	F/S/SU	261		F/S	254		X
100			SPN 2240	Intensive Communication Skills	Lee Ko/Wooten/de Prada Perez/Michel/ Sampedro/ TAs				3	F/S/SU	235		F/S	241		X
100			SPN 2271	Accelerated Intermediate Spanish	Jepson				3	SU	6					
100			SPN 2340	Introduction to Reading & Writing for Bilingual Speakers	Torres/Braylan/ Vazquez- Mendez/Lopez/Mayans Ramon				3	F/S	34		F/S	36		X
100			SPN 3036	Spanish for Health Professions	Jimenez/Sotelo				3	F/S/SU	72		F/S	45		X
100			SPN 3224	Creative Writing Spanish	Rivero Santa Cruz				VAR	S	6					
100			SPN 3300	Spanish Grammar & Composition 1	Moors/Gil/Michel				3	F/S/SU	169		F/S	175		X
100			SPN 3301	Spanish Grammar & Composition 2	Gil/Moors				3	F/S	42		F/S	50		X
100			SPN 3350	Spanish Grammar & Composition For Bilingual Speakers	Jordan/Braylan				3	F/S	59		F/S	68		X
100			SPN 3414	Advanced Spanish Conversation 2	Dwyer Navajas/Lord- Ward/Rivero Santa Cruz/Murillo				3	F/S	34		F/S	40		X
100			SPN 3440	Commercial Spanish	Moreland	X			3	S	24		S	25		X
25			SPN 3443	Marketing and Advertising in the Spanish Speaking World	Moreland				3							X
100			SPN 3451	Spanish Translation & Interpretation: Theory & Practice	Braylan				3	F	21		F	21		X
100			SPN 3510	Culture & Civilization of Spain	Sampedro	X			3				F	25		X
100			SPN 3533/SPN 3930	Spanish for Educators	Wooten				3	F	13					X
100			SPN 3831	Spanish for the Legal Professions	Moors				3	S	17					X
25			SPN 3930	Contemporary Music Spanish Speaking World <i>Includes artists from Spain</i>	Moreland				3	S	22		S	22		
100			SPN 3948	Spanish Service Learning	Dwyer Navajas/ Lopez				3	F/S/SU	72		F/S	38		X
100			SPN 4314	Advanced Composition & Syntax for Bilingual Speakers	Rivero Santa Cruz/Jordan/ Lopez/Moors/Leiva				3	F/S	40		F/S	41		X
100			SPN 4420	Advanced Composition & Syntax	Torres/Moreland/Gil				3	F/S	38		F/S	37		X
100			SPN 4713	Spanish Second Language Acquisition	Zahler/Valdes Kroff/Lord- Ward				3	S	21		F	29		

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100			SPN 4780	Spanish Phonetics	Lee Ko				3	F	21		F/S	50		X
100			SPN 4822	Sociolinguistics of the Spanish-Speaking World	Zahler/Aaron				3	S	23		S	25		
100			SPN 4850	Introduction to the Structure of Spanish	de Prada Perez				3							X
100			SPN 4851	Spanish Bilingualism	Valdes Kroff/de Prada Perez				3	S	27		S	27		
100			SPN 4905	Individual Work	STAFF				1 to 4	F/S	7		F/S	5		X
100			SPN 4906	Honors Thesis	Valdes Kroff/Moors				1 to 3	S	1		S	1		X
100			SPN 4911	Undergraduate Research in Spanish	Dwyer Navajas/ Valdes Kroff/Lord-Ward				0 to 3	F/S	4		F	5		X
100			SPN 4930	Community Language Use	Valdes Kroff				3	SU	11					
100			SPN 4930	Language & Thought	Valdes Kroff				3				F	27		
100			SPN 4930	Research Methods Bilingualism	de Prada Perez				3				S	16		
100			SPN 4930	Spanish Variation	Zahler				3	F	17					
25			SPN 4930	Spanish Dictionaries	Pharies				3	S	13					
100			SPW 3100	Introduction to Spanish Literature 1	Armon/Michel				3	F	24		S	26		
100			SPW 3101	Introduction to Spanish Literature 2	Alvarez-Castro/Morales Garcia	X			3	S	25		F	23		
100	X		SPW 4310	Drama of the Golden Age	Armon				3	S	15					
100			SPW 4930	Literature, Film, Psychoanalytic Theory	Sorbille				3	S	17		S	18		
100	X		SPW 4930	Metamorphosis - Gender and Identity within the Transatlantic Context	Armon				3	F	2					
100			SPN 6060	Spanish for Reading	Sotelo				3							X
100			SPN 6480	Issues in Spanish Phonology	Lord-Ward				3				S		10	
25			SPN 6735	Spanish Dictionaries	Pharies				3	S		2				
100			SPN 6735	Bilingual Language Control	Valdes Kroff				3				F		7	
100			SPN 6735	Experimental Methods	Valdes Kroff				3							X
100			SPN 6735	Issues in Second Language Acquisition: the Role of Context	Lord-Ward				3	F		6				X
100			SPN 6735	Lab Phonology	Lee Ko				3	S		5				
100			SPN 6735	Psycholinguistics	Valdes Kroff				3	F		3				
100			SPN 6735	Second Language Acquisition	Valdes Kroff				3	S		5				
100			SPN 6785	Advanced Spanish Phonetics	Lee Ko				3							X
50			SPN 6845	History of the Spanish Language	Pharies/Aaron				3				S		8	
100			SPN 6855	Structure of Spanish	de Prada Perez/Aaron				3	F		4	F		4	X
100			SPN 6900	Directed Readings in Spanish	Barradas/Alvarez-Castro				3	F		1	F/S		3	X
100			SPN 6940	Supervised Teaching	Wooten				VAR				F/S		45	X
100			SPW 6269	Spanish Novel Of The Nineteenth Century	Alvarez-Castro				3	F		5				
100			SPW 6902	Spanish Romanticism	Alvarez-Castro				3				F		8	
100	X		SPW 6902	Drama of the Golden Age	Armon				3	S		4				
100			SPW 6905	Individual Work	Barradas/Lord-Ward/Valdes Kroff				VAR	F/S/SU		8				X
100			SPW 6910	Supervised Research	STAFF				VAR	F/SU		4	F/S		2	X
100			SPW 6938	Seminar in Spanish Literature & Culture	Alvarez-Castro				3				S		7	
100			SPW 6945	Practicum Adv Col Teaching	Alvarez-Castro/Lord-Ward				2	F/S		3				X

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100			SPW 7979	Advanced Research	Aaron/Hind/Barradas/ Sorbille/ de Prada Perez/ Armon/Lord-Ward/Ginway /Alvarez-Castro				VAR	F/S		5	F/S		5	X
100			SPW 7980	Research For Doctoral Dissertation	Armon/Aaron/Alvarez-Castro/ Barradas/Ginway/Lord-Ward/ Sorbille/Valdes Kroff				VAR	F/S/SU		34	F/S		21	X
Women's Studies																
25		X	WST 3415/INR 4931	Transnational Feminism <i>Includes some discussion of feminist movement in Europe</i>	Anantharam/Coy				3	S	60		S	47		X
25		X	WST 3930/INR 4931	Gender & Transnational Food Politics <i>Includes some European content</i>	Anantharam				3	F	9					
25			WST 6935	Feminist Media Studies <i>Includes discussion of European film critics</i>	Hedrick				3	F		15				
HONORS COLLEGE																
100			IDH 2930	Honors Read, 44 Scotland	Clark				1	S	15					
100			IDH 2930	Honors Read, Shakespeare on Trial	Abend				1	S	5					
100			IDH 2930/IDH 3931	Honors Read, Beyond the Memory of the Holocaust	Rac/Jefferson				1	F	22		F	13		
100			IDH2930	Honors Read, Urban Revolution	Brisotto				1				F	9		
100	X	X	IDH 2930	Engineering the Renaissance	Hasty/Law				1				F	12		
100	X		IDH 2930	Oedipus	Santorelli				1	S	15					
100	X		IDH 2930	The Prince	Dickrell				1				F	16		
100			IDH 2930	EU Multiculturalism	Svraka				1							X
100	X		IDH 2930	The Galileo Affair	Agnelli				1							X
100	X		IDH 2930	The Odyssey	Kostopoulos				1							X
100			IDH 2930	Issa Valley	Kowalewska				1							X
100			IDH 2930	A City of Two Tales	Sahin				1							X
75			IDH 3931	Honors Arts, Romanticism	Pickeral				1	S	11					
100			IDH 3931	Honors, Crisis and Conflict in Modern Europe	Finkel				1				F	10		
ROTC																
Military Science - Navy																
25			NSC 3221	Evolution of Warfare	STAFF				3	S	13					
COLLEGE OF AGRICULTURAL AND LIFE SCIENCES																
Agricultural Education and Communication																
25			AEC 3073	Intercultural Communication <i>Includes some European material</i>	Suarez				3	F/S/SU	84		F	25		X

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Agricultural and Life Sciences - General																
100			ALS 4404	Feast or Famine in Florencia (UF in Italy)	Gillett-Kaufman/Kaufman				3	SU	7		SU	11		
100			ALS 4404	Medicine, Microbiology, and Health (UF in Switzerland, Germany, France)	Oli				3				SU			
100			ALS 4404	Italian Food - From Production to Consumption	Sims				3	SU	20		SU	19		
Family, Youth, & Community Sciences																
100			FYC 4905	Family and Cultural Diversity (UF in Frankfurt)	Harris				3	SU	4					
100			FYC 4905	German Culture & Family Life (UF in Frankfurt)	Harris				3	SU	4					
100			FYC 4932	Youth Development, Irish Culture (UF in Galway)	Pracht/Fletcher				3	SU	13		SU			
25			FYC 6302	Sustainable Community Development <i>Use of European case studies</i>	Swisher				3				S		5	
100			FYC 6932	Food & Culture in th Blue Zone of Ikaria Greece	Kauwell				3				SU		6	
Food and Resource Economics																
50			AEB 3671	Comparative World Agriculture <i>Includes discussion of EU and Eastern Europe</i>	House				3	F/S	220		F/S	152		X
25			AEB 4242	International Trade Policy in Agriculture <i>Includes some European content</i>	Burkhardt				3	F/S	126		F/S	129		X
25			AEB 4282	International Humanitarian Assistance <i>Includes discussion of European responses to humanitarian needs</i>	Thapa				3	S	88		S	77		X
25			AEB 4283	International Development Policy <i>Includes European development policies</i>	Thapa/Mcarthur				3	F	89		F	62		X
50			AEB 4343	International Agribusiness Marketing <i>Includes European material and markets</i>	Farnsworth				3	S	42		S	42		X
50			AEB 4673	International Agricultural Trade <i>Includes European content, including work by European theorists</i>	Kropp/Schmitz				3				S	46		
50			AEB 4905/AEB 4931	Advanced Comparative World Agriculture Business and economic situations of the food and agri section around the world, incl EU	House				3	S	5					X
100	X		AEB 4905/HUN 4936	Europe: Culture and Agriculture (UF in Purpan)	STAFF				1				SU			
100			AEB 4905	Food Technology/Plant Science (UF in Purpan)	STAFF				3	SU	2		SU			
50			AEB 6675	International Agribusiness Marketing <i>Includes European material and markets</i>	Farnsworth				3	S		12	S		6	X
Food Science and Human Nutrition																
100			HUN 4936	Food & Culture in th Blue Zone of Ikaria Greece	STAFF				3				SU	7		
100			HUN 6936	Food & Culture in Southern France	STAFF				3	SU		4				
Microbiology and Cell Science																

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25			MCB 2006	Microbes without Borders <i>Discusses global issues in microbes including GMOs, viruses, food production</i>	Oli				3				F	37		X
Plant Pathology																
25			PLP 2000	Plants, Plagues, & People <i>Includes discussion of European plants and diseases that have harmed people</i>	Richter				3	S	211		S	205		X
COLLEGE OF THE ARTS																
Art and Art History																
25			ARE 4314	Art Education for Elementary Schools <i>Includes European material in art education</i>	Henderson/Tillander				3	F/S	29		F/S	40		X
75	X		ARH 2050	Introduction to History of Art I	Jones/Ross				3	F/S	123		F/S	125		X
75	X		ARH 2051	Introduction to History of Art II	Jarvis				3	F/S	128		F/S	131		X
100	X		ARH 3171	Etruscan & Roman Art	Jones				3							X
25	X		ARH 3357	Global Baroque Art	Stanfield-Mazzi				3							X
100			ARH 3412	Art in the Age of Revolution	Hyde				3	F	27					X
100			ARH 3413	The Beginnings of Modernism	Hyde/Jarvis				3				S	14		
25			ARH 3871	Gender, Representation & the Visual Arts <i>Includes discussion of European works</i>	Hyde				3	S	35		S	29		
75	X		ARH 4200	Early Medieval and Byzantine Art	Jones				3	F	16					
100	X		ARH 4310	Early Renaissance Art in Italy	Ross				3				F	30		
100	X		ARH 4331	Renaissance Art in Northern Europe	Ross				3	F	28					
100			ARH 4356	French Art 1650-1780	Hyde				3				S	25		
50			ARH 4453	Mid-Twentieth Century Art	Cabanas				3	F	30		F	29		
50			ARH 4471	Late Twentieth Century Art	Cabanas				3	S	30		S	45		
25			ARH 4710	History of Photography <i>Includes discussion of European photography</i>	Elder				3	S	19					
100			ARH 4905	18th Century European Art	Hyde				3				F	2		
50			ARH 4930	20th Century Feminism and Art <i>Examines 19th and 20th century European works</i>	Gamble				3	SU	22					
100			ARH 4930	Dark Romanticism	Jarvis				3				F	29		
50			ART 4930C	Reinterpreting Global Masterpieces <i>Includes European artwork</i>	Heipp				3	S	12		S	15		
100			ART 4930C	Mapping Cultures in Creative Domains (UF in Florence)	STAFF				3				SU			
25			ARE 6148	Curriculum in Teaching Art <i>Discussion of European materials in art education</i>	Delacruz/Powell/Roland				3	F		30	F		29	X
25			ARE 6933	Globalization, Art, and Education	Delacruz/Kushins				3	S		9				
75			ARH 6292	Seminar - Icons <i>Discussion of Byzantine icons and representations in modern art</i>	Jones				3	S		8				
100			ARH 6477	18th Century European Art	Hyde				3	F		10	F		11	
25			ARH 6481	Contemporary Art Seminar	Cabanas				3	F		8				

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50			ARH 6496	Modern Art - Art and War	Cabanas				3				F		7	
100	X		ARH 6914	Pompeii Archaeology Lab	Eaverly				3	S		1				
100	X		ARH 6914	Etruscan & Roman Art	Jones				3							X
75	X		ARH 6915	Early Medieval and Byzantine Art	Jones				3	F		4				
100	X		ARH 6916	Renaissance Art in Northern Europe	Ross				3	F		1				
25	X		ARH 6916	Global Baroque	Stanfield-Mazzi				3							X
100			ARH 6916	French Art 1650-1780	Hyde				3				S		3	
100	X		ARH 6916	Early Renaissance Art in Italy	Ross				3				F		3	
100			ARH 6917	Art in the Age of Revolution	Hyde				3	F		1				X
100			ARH 6917	Beginning of Modernism	Hyde/Jarvis				3				S		3	
25			ARH 6917	Gender, Representation, & the Visual Arts	Hyde/Gamble				3				S		3	
50			ARH 6917	Mid 20th Century Art	Cabanas				3	F		4	F		9	
50			ARH 6917	Late 20th Century Art	Cabanas				3	S		3	S		3	
25			ARH 6930	Art/Global Diversity	Brekka				3	F		30	F		26	

Music

100	X		MUH 3211	Survey of Music History 1 <i>literature and styles from antiquity to 1600</i>	Music	Neumann/Thomas/Zeke			3	F/S	57		F/S	73		X
100			MUH 3212	Survey of Music History 2 <i>literature and styles from 1600-1820</i>	Music	Butler/Zeke			3	F/S	47		F/S	48		X
75			MUH 3213	Survey of Music History 3 <i>literature and styles from 1820-present</i>	Music	dos Santos/Rich			3	S	42		S	47		X
25			MUL 4441	Woodwind Literature Seminar <i>Includes discussion of European works</i>		Stoner			2	F	1					X
25			MUL 4442	Brass Literature Seminar <i>Includes discussion of European works</i>		Lee			2	F	1		F	2		X
75			MUL 4602	Song Literature Seminar <i>Includes discussion of European works</i>		Smith			2 to 3	F	2		F	8		X
75			MUO 3503	Opera Workshop <i>of European operas</i>	Study	Graham/Offlerle			1	F/S			F	5		X
100			MUS 2221	French Diction		Smith			1	S	12		S	11		X
100			MUS 2231	German Diction		Smith			3	S	12		S	11		X
100			MUS 2241	Italian Diction		Smith			1	F	16		F	12		X
75			MUC 6930	Graduate Composition <i>Many sections focus on European theories/works</i>		Koonce/Richards/Sain/Polo			3	S		1	F/S			X
75			MUC 7931	Advanced Graduate Composition <i>Many sections focus on European theories/works</i>		Richards/Sain/ Koonce			3	F/S		5	F/S			X
75			MUH 5219	Graduate Music History Review <i>Concentrates on European composers</i>		Rich/dos Santos			3	F		16	F		11	X
50			MUH 5684	Introduction to Historical Musicology		Butler/Neumann			3	S		6				
25			MUH 6515	Musics of the World <i>Includes some European works</i>		Bond/Sheridan/ Thibeault/ Yoo/ Kuntz			3				F		77	
100	X		MUH 6671	Seminar in Renaissance Music		Thomas			3	S		5				X
75			MUH 6673	Seminar In Classical Music		Butler			3	F		4				X

% Area Content	Medieval Course	Cross- listed	Course #	Course Title and Description	Instructor	IS-Euro	EUS Program Course	ECES Program Course	Credit Hours	Term 16-17	UG Enrol 16-17	Grad Enrol 16-17	Term 17-18	UG Enrol 17-18	Grad Enrol 17-18	Offered 18-19
25			MUH 6674	Seminar In Nineteenth-Century Music <i>Includes European works</i>	Rich/dos Santos				3	F		8				X
50			MUH 6675	Seminar in 20th Century Music <i>Discussion of European music movements and composers</i>	dos Santos				3				F		14	
100			MUH 6935	Music, Women, and Art, 1600-1800 <i>Discussion of female musicians in Europe</i>	Butler				3				F		6	
Varies			MUH 7938	Musicology Seminar	STAFF				3							X
50			MUL 6555	Survey Of Wind Literature <i>European selections included</i>	Waybright				3	S		3	S		1	X
75			MUL 6645	Choral Literature <i>European selections included</i>	Kesling				3	F		4	F		5	X
50			MUT 6565	Late Nineteenth- & Twentieth-Century Styles <i>European selections included</i>	Koonce				3	S		10				
Dance																
75			DAA 2204	Basic Ballet <i>Terminology and history discussion are European</i>	Farnum/ Johnson/ Pozek/Rose/Williams				2	F/S	81		F/S	68		X
50			DAA 3208	Intermediate Ballet <i>Terminology and history discussion are European</i>	Garcia-Rose/Johnson/Ebitz				2	F/S	64		F/S	70		X
75			DAN 4124	Dance History <i>Significant content on European history</i>	Frosch/Johnson				3	S	20		S	19		X
Theatre																
75	X		THE 4110	History of Theatre on Stage I <i>Includes discussion of European playwrights</i>	Remshardt/Matsos				3	F	50		F	49		X
50			THE 4111	History of Theatre on Stage 2 <i>Includes material on European playwrights</i>	Remshardt/Matsos				3	S	57		S	62		X
50			TPA 4049	Costume Design <i>European case studies included</i>	Stines				3				S	9		
50			TPA 4066	Scene Design <i>Includes European styles and case studies</i>	Bianco/Wright/Yanni				3				F	11		
75			TPA 4930	20th Century Style <i>Includes discussion of 20th century European styles</i>	Stines				3				F	7		
50			TPA 4930	Advanced Costume <i>European case studies included</i>	Stines				3	F	6					
100			TPP 4140	Acting: Shakespeare and Period Styles	Williams				3	F	10		F	15		X
75			THE 6525	History, Literature, & Criticism I <i>Includes European theorists and playwrights</i>	Remshardt/Matsos				3	F		12	F		11	X
75			THE 6526	History, Literature, & Criticism II <i>Includes European theorists and playwrights</i>	Remshardt/Matsos				3	S		9	S		14	X
50			TPA 5047	Costume Design I	Stines				3	F		2	F		2	X

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50			TPA 5067	Scene Design I <i>Includes material on European technique and style</i>	Ciupe				3	F		2	F		2	X
75			TPA 6069	Scene Design II <i>Includes material on European technique and style</i>	Ciupe				3	S		2	S		2	X
100			TPP 6116	Shakespeare and Heightened Style	Pinkney				VAR	S		6				
50			TPP 6145	Grad Period Styles <i>Includes analysis of European acting styles</i>	Williams				3	F		7	F		6	X

COLLEGE OF DESIGN CONSTRUCTION AND PLANNING**Architecture**

50			ARC 2201	Theory of Architecture <i>Includes material by European theorists</i>	Zou				3	F	96		F	96		X
100			ARC 3291	Special Studies in Architecture (VIA)	Mcglathlin/Clark/Hailey				VAR							
50			ARC 3743	Architectural History 3 <i>Includes material on European architects</i>	Zou				3	F	95		F	87		X
25			ARC 3880	Sustainable Architecture <i>Includes discussion of European architects and thinkers</i>	Baweja				3	S	23		S	26		X
75			ARC 4220	Architectural Theory 2 <i>Includes contemporary European content</i>	Hailey				3	F	74		F	103		X
100			ARC 4930	Architecture of Paris	Clark				3	SU	5		SU	2		
100			ARC 4930	VIA Italian Lang/Cult	Stocco				3	F/S	39		F	19		X
100			ARC 4951	VIA Architectural Design <i>Architectural Design in Northern Italy</i>	STAFF				6							X
100			ARC 4952	VIA Analytical Sketching <i>Focus on sketching in northern Italy</i>	STAFF				3	F/S	38		F/S	50		X
100			ARC 6911	Architecture of Paris	Clark				3	SU		7	SU		3	
100			ARC 6911	The Project of Natural and Artificial Light (VIA) <i>European subject material used</i>	Traverso				VAR	F		5	F		3	X
50			ARC 6911	Architectural Aesthetics <i>Includes materials on European styles</i>	Zou				3	S		12				
100			ARC 6912	VIA Italian Lang/Cult	Stocco				VAR	F		4	F		3	X
25			ARC 6913	International Sustainable Development <i>Includes some European material</i>	Ries								F		10	X
100			ARC 6934	European Approach to Sustainable Design	Smith				3	F		16				

Construction Management

25			BCN 1582	International Sustainable Development <i>Includes some European material</i>	McCarthy/Srinivasan/Campbell/Russell/Costin/Wehle				3	F/S/SU	444		F/S	418		X
75			BCN 3012	History of Construction <i>Includes discussion of European building history</i>	Smailes					F/S/SU	258		F/S	208		X
100			BCN 4956	International Studies (UF in Germany)	Ries				VAR				SU			

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25			BCN 5776	International Construction Business Management <i>Includes some European material</i>	Flood				3	F		15	F		17	X
100			BCN 5957	Advanced International Studies (UF in Germany)	Ries				VAR	SU		1				
25			ICM 6680	Principles of Sustainable Construction <i>Includes some European material</i>	Kibert				3							X
Historic Preservation																
25			DCP 6710	History and Theory of Historic Preservation <i>Includes some European content</i>	Hylton/Stevenson				3	F		22	F		9	X
25			DCP 6711	History of the Built Environment for Preservation Practice <i>Includes some European content</i>	French				3	F		8	F		4	X
Interior Design																
25			IND 2130	History of Interior Design 2 <i>Includes discussion of European themes</i>	Cunningham				3	S	31		S	32		X
100			IND 4930	Design in Detmold (UF in Germany)	Carmel-Gilfilen				3	SU	6		SU	5		
Landscape Architecture																
50			LAA 2710	History of Landscape Architecture <i>Includes materials on European landscape</i>	Alexakis				3	F	33		F	31		X
Urban & Regional Planning																
50			URP 3001	Cities of the World <i>planning and layout including major European cities</i>	Hwang/Ptschelinzew				3	F/S/SU	533		F/S	470		X
50			URP 4882	Defensible Space & CPTED in Urban Design	Schneider				3	S	14					
25			URP 4905	Introduction to Global Planning and Development <i>Includes European case studies</i>	Anderson				3				F	12		
25			URP 4905	International Perspectives Urban and Regional Planning <i>Includes some discussion on Europe</i>	Alakshendra				3	S	13		S	15		X
25			URP 6100	Planning History & Theory	Larsen/Black/Harbin				3	F/S		42	F/S		36	X
50			URP 6880	Defensible Space & CPTED In Urban Design	Schneider				3	S		3				
25			URP 6905	International Perspectives Urban and Regional Planning <i>Includes some discussion on Europe</i>	Alakshendra				3	S		3				
100			URP 6905	Sustainable Urbanism Europe	Silver				3	SU		9				X
COLLEGE OF EDUCATION																
Education - Teaching and Learning																
100			EDG 4930	Language & Education in the Republic of Ireland (UF in Ireland)	Coady				VAR	S	10		S	12		X
75			EDF 6544	Philosophical Foundations of Education <i>European thinkers/theorists included</i>	Terzian								F		16	X

% Area Content	Medieval Course	Cross-listed	Course #	Course Title and Description	Instructor	IS-Euro	EUS Program Course	ECES Program Course	Credit Hours	Term 16-17	UG Enrol 16-17	Grad Enrol 16-17	Term 17-18	UG Enrol 17-18	Grad Enrol 17-18	Offered 18-19
100			EDG 6931	Language & Education in the Republic of Ireland (UF in Ireland)	Coady				VAR	S		4	S		9	X
25			ESE 6939	Global Studies Methods in Social Studies <i>Standards-based global issues for grades 6-12 social studies, incl some Europe content</i>	Washington				3	S		9	S		9	X
75			FLE 6165	Bilingual and Bicultural Education <i>Includes material on EU and minority languages</i>	De Jong				3	F		34				X

COLLEGE OF ENGINEERING**Agricultural and Biological Engineering**

25			AOM 2520	Global Sustainable Energy: Past, Present, and Future <i>Includes some European content</i>	Porter				3	F	57		F	63		X
25			AOM 6932	Advanced Global Sustainable Energy	STAFF				3	F		2	F		4	X

COLLEGE OF HEALTH AND HUMAN PERFORMANCE**Tourism, Recreation, and Sport Management**

25			LEI 3301	Principles of Travel & Tourism <i>Includes discussion on tourism in Europe</i>	Gibson/Thapa				3	F/S	103		F/S	134		X
100			LEI 4955	Greece: Legacy Sport	Kaplanidou				3	SU	11		SU	11		

Health Education and Behavior

25			HSC 4624	Trends in International Health <i>some discussion of European trends</i>	<i>Includes</i> Erenguc				3	F	50		F	90		X
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COLLEGE OF JOURNALISM**Advertising**

25			ADV 4400	International & Cross Cultural Advertising <i>Includes discussion of advertising in Europe</i>	Kim/Padovano				3	F/S/SU	133		F/S	73		X
50			ADV 4800	Advertising Campaigns (UF in Italy) <i>Students work with European clients</i>	Mueller				3	SU	8		SU			
100			ADV 4930	Culture of Italy (UF in Italy)	Treise				3				SU	37		

Journalism

100			JOU 4930	Berlin Journalism	Freeman				3	SU	17		SU	18		
25			JOU 4930	Media & Health (UF in Italy)	Walsh-Childers				3				SU	6		
75			MMC 3203	Ethics & Problems in Mass Communications (UF in Italy) <i>Includes European material and comparison</i>	Walsh-Childers				3				SU	20		
25			MMC 4302	World Communication Systems <i>Includes some European content</i>	Braddock		X		3	F/S/SU	169		F/S	131		X
50			MMC 5306	International Communication - Media in the Digital Age <i>Includes discussion of EU law and case studies</i>	Ostroff				3	S		13	S		5	X

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25			MMC 6400	Mass Communication Theory <i>Some European theorists included</i>	Braddock/Waddell/ Walsh-Childers				3	F/S/SU		79	F/S		68	X
25			MMC 6612	New Media & a Democratic Society <i>Includes discussion of Europe</i>	Mcadams				3	F		8	F		10	X
25			MMC 6660	Mass Communication & Society <i>Includes European content</i>	Leslie/Rodgers				3	F/S		10	F/S		5	X
Public Relations																
25			PUR 4404C	International Public Relations <i>Includes material on Europe</i>	Pelfrey				3	F/S/SU	164		F/S	133		X
25			PUR 6608	International Public Relations <i>Includes material on Europe</i>	Lehavy				3	F		27	F		6	X
Telecommunications																
25			RTV 4930	Travel Reporting (UF in Italy)	Grogan				3	SU	17		SU	26		
COLLEGE OF NURSING																
75			NUR 4930	International Health & Nursing (UF in England)	STAFF				3				SU	9		
LEVIN COLLEGE OF LAW																
Law																
75			LAW 6250	Comparative Law <i>Significant material on European law</i>	Malavet				2 to 3	F		21	S			X
50			LAW 6260	International Law <i>Includes EU material</i>	Hernandez/Nagan				3	S		24	S			X
50			LAW 6261	International Business Law	Zheng				3	F		64				
25			LAW 6262	International Trade Law <i>Includes discussion of EU</i>	Zheng				2 to 3				F		37	
50			LAW 6263	International Human Rights Law <i>Includes EU material</i>	Hernandez				3				S			
25			LAW 6574	International Intellectual Property Law <i>Includes European law</i>	Loewenheim				VAR	S		13				
			LAW 6930	International Corporate Law	Gonzalo				2				F		11	X
25			LAW 6930	International Environmental Law <i>Includes European law</i>	Virzo/Powell				1	S		16	S			X
25			LAW 6930	International Criminal Law <i>Includes some European material</i>	Jacobs				3				S			
25			LAW 6930	Corporate Governance in Transactions and Crises <i>Includes discussion of governance in European companies</i>	Harmon				2				F		30	
75			LAW 6936	International Financial Crimes <i>Includes material on EU directives and legislation</i>	Baldwin				2	F		15	F		14	X
25			LAW 6936	Anthropology & Law	Magnarella				2	S		14	S		11	
50			LAW 6936	Law & Literature <i>Includes readings by European authors</i>	Stinneford				2				F		15	X

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25			LAW 6949	International Law Journal <i>Includes some European material</i>	Zheng/Hernandez				1	S		23	S			X
25			LAW 7682	Tax Treaties <i>Includes European case material</i>	Brauner				2	F		37	F		20	X
100			LAW 7931	European Taxation	Koefler/Vasquez del Rey				2	S		14	S			X
			LAW 7931	International Tax Planning	Brauner/Marian/LePree				2	S		14				

WARRINGTON COLLEGE OF BUSINESS**Accounting**

25			ACG 6691	Issues in International Audit <i>Includes European material</i>	Knechel				2	S		60	S		62	X
25			TAX 6526	International Tax Planning	McGill				2	S		42	S		40	X

Business Administration

25			GEB 3373	International Business	Phalin				4	F/S	1352		F/S	1281		X
100			GEB 4956	International Studies in Business <i>Programs available in wide range of European countries</i>	Sevilla/Ray				VAR	F/S			F/S			
25			GEB 6366	Fundamentals of International Business	Clarke				2	F/S/SU		154	F/S		158	X
25			GEB 6930	Communicating Across Cultures <i>Includes European case studies</i>	Ogan				1 to 3	S		32	S		42	X
Varies			GEB 6957	International Studies in Business	Portocarrero				1 to 4	F/S			F/S			

Finance, Insurance, and Real Estate

100			FIN 4956	International Studies in Finance <i>Programs available in wide range of European countries</i>	Ryngaert				1 to 4	F						
50			ENT 6930	International Entrepreneurship <i>Includes course content and assignments on Europe</i>	Kraft				2	S		22	S		61	X
25			FIN 6296	Capitalism	Foerster				2	S		9	S		14	X
50			FIN 6638	International Finance <i>Includes discussion of European markets</i>	Naranjo/Gendreau				2	F/S		158	F/S		175	X

Management

25			BUL 4443	Ethics in Global Business <i>Includes material on European ethics regulations</i>	Darnell/Ray				2	F/S	223		F/S	132		X
25			BUL 6852	International Business Law <i>Includes material on European law</i>	Di Matteo				2	F		26	F		30	X
25			MAN 5245	Organizational Behavior	Podsakoff/Bono/Erez/Clarke/ Darnell/Lanaj				3	F/S/SU		304	F/S		175	X
25			MAN 6635	International Aspects of Human Resource Management <i>Includes European material</i>	Callahan				3	S		41	S		45	X

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25			MAN 6636	Global Strategic Management <i>Discussion of issues facing multinational companies</i>	Chen/Phalin/Ross/Kraft				2	F/S/SU		249	F/S		242	X
75			MAN 6637	Global Strategic Management <i>Discussion of issues facing multinational companies</i>	Archambeau/Clarke/Kraft/ Lee/Ross					F/S/SU		537	F/S		225	X
Marketing																
50			MAR 6157	International Marketing <i>Branding/Marketing in foreign markets</i>	Xie				2	F		58	F		64	X
COLLEGE OF PUBLIC HEALTH AND HEALTH PROFESSIONS																
Health Services Research, Management, & Policy																
50			HSA 6930	Comparative Health Care Systems <i>Includes European case studies</i>	Huo				3				F		4	X



APPENDIX 3: Timeline of Activities

Center Administration	Pg	Fall-18	Spr-19	Sum-19	Fall-19	Spr-20	Sum-20	Fall-20	Spr-21	Sum-21	Fall-21	Spr-22	Sum-22
Advisory Board Meeting (beginning of each semester)	10	September	January		September	January		September	January		September	January	
Coordination Meetings w/all Campus NRCs (1/sem, more often as necessary)				3 meetings per year (minimum)			3 meetings per year (minimum)			3 meetings per year (minimum)			
Executive Committee Selection & Meetings (1/mo for academic year, more often as necessary)	11		selection			selection			selection			selection	
Language Training	Pg	Fall-18	Spr-19	Sum-19	Fall-19	Spr-20	Sum-20	Fall-20	Spr-21	Sum-21	Fall-21	Spr-22	Sum-22
Instruction 1st Year Polish	2	POL 1130	POL 1131		POL 1130	POL 1131		POL 1130	POL 1131		POL 1130	POL 1131	
Instruction 2nd Year Polish	2	POL 2220	POL 2221		POL 2220	POL 2221		POL 2120	POL 2221		POL 2200	POL 2221	
Instruction 3rd Year Polish	2	BY REQUEST			BY REQUEST			BY REQUEST			BY REQUEST		
Online 1st Year Hungarian	2				HNG 1130	HNG 1131		HNG 1130	HNG 1131		HNG 1130	HNG 1131	
Online 1st Year Polish	2							POL 1130	POL 1131		POL 1130	POL 1131	
Online 1st Year Turkish	2										TUR 1130	TUR 1131	
Baltic Studies Summer Institute (Estonian, Latvian or Lithuanian studies)	31												
CES seminars for LCTL Instructors	3	1 seminar per month			1 seminar per month			1 seminar per month			1 seminar per month		
ACTFL-OPI Training, LCTL & non-LCTL faculty	3				1 per year						1 per year		
FLAS	Pg	Fall-18	Spr-19	Sum-19	Fall-19	Spr-20	Sum-20	Fall-20	Spr-21	Sum-21	Fall-21	Spr-22	Sum-22
Advertise FLAS Grants (w/NRCs)	48			May - January			May - January			May - January			
FLAS Information Sessions	48	late Fall	early Spring		late Fall	early Spring		late Fall	early Spring		late Fall	early Spring	
Meeting of FLAS Selection Committee	48	February			February			February			February		
Selection/Notification of FLAS Awards	48		March			March			March			March	
Program Development	Pg	Fall-18	Spr-19	Sum-19	Fall-19	Spr-20	Sum-20	Fall-20	Spr-21	Sum-21	Fall-21	Spr-22	Sum-22
Course Development Grants (2 graduate students, 2 faculty)	3		Awarded	Developed	Taught	Taught & Awarded	Developed	Taught	Taught & Awarded	Developed	Taught	Taught & Awarded	Developed
Course Enhancement Grants UF & Community Colleges (4 UF & 2 CC)	2		Awarded	Developed	Taught	Taught & Awarded	Developed	Taught	Taught & Awarded	Developed	Taught	Taught & Awarded	Developed
New Faculty & Graduate Student taught FLAC Courses (2/sem)	3	Develop	Teach	Develop	Teach (fall and/or spring)		Develop	Teach (fall and/or spring)		Develop	Teach (fall and/or spring)		
Funding Color Code:	No Cost	UF	UF + DoE	DoE + OCs	DoE								

Professional Development	Pg	Fall-18	Spr-19	Sum-19	Fall-19	Spr-20	Sum-20	Fall-20	Spr-21	Sum-21	Fall-21	Spr-22	Sum-22
Annual Faculty & Staff Regional & National Conferences	3	FCSS & NCSS		NASPA	FCSS & NCSS		NASPA	FCSS & NCSS		NASPA	FCSS & NCSS		NASPA
UF Faculty & Staff K-16 educator training conferences	3					ISLSP/ CIBER	NLC					ISLSP/ CIBER	
Career Development Speaker Series (*)	3		1 speaker			1 per semester			1 per semester			1 per semester	
Bibliographer Training/book buying trips (2/year to Europe)	8	Travel dates will vary			Travel dates will vary			Travel dates will vary			Travel dates will vary		
Faculty & Graduate Student Travel Grant Competition (for research & conference participation in Europe)	3 & 23		Call	Travel compl.		Call	Travel compl.		Call	Travel compl.		Call	Travel compl.
Undergraduate Student Travel Grant Competition (for study abroad & experiential opportunities on Europe)	24	Call & Travel dates will vary											
European Studies Working Group Conference Grant (1/year for a conference or other public event)		Awarded	Conference		Awarded	Conference		Awarded	Conference		Awarded	Conference	
Outreach	Pg	Fall-18	Spr-19	Sum-19	Fall-19	Spr-20	Sum-20	Fall-20	Spr-21	Sum-21	Fall-21	Spr-22	Sum-22
Language Training Summer Institute (LTSI) - Online (hosted on CES website)	2		Develop	July			July			July			July
Annual CES Thematic Conference (**) (national & international speakers)	3	Planning September - October	Brexit	Planning July - August	Wall & Solidarity		Planning July - August	Refugees & Migrants		Planning July - August	Sustainability		
75th Anniversary of end of WWII Series (includes speakers & film series)					Planning September-October								
K-16 educator conferences	3 & 4		FGC & Georgia Consortium	NRC/CC/ MSI		FGC	NRC/CC/ MSI		FGC & Georgia Consortium	NRC/CC/ MSI			NRC/CC/ MSI
European Studies Because... Speaker Series (topics in non-traditional fields)	3	1 per semester			1 per semester			1 per semester			1 per semester		
Emerging Industries & Tech Fields Outreach (BarCamps & StartUp)	4		Gainesville BC	Gainesville SU	Tampa Bay BC & Orlando SU	Gainesville BC		Tampa Bay BC	Gainesville BC & Fort Myers SU	Gainesville SU	Tampa Bay BC & Orlando SU	Gainesville BC	Gainesville SU
(*) This activity is also relevant for outreach - see narrative for details													
(**) This activity is also relevant for professional development - see narrative for details													
Funding Color Code: No Cost UF UF + DoE DoE + OCs DoE													

Outreach (cont.)	Pg	Fall-18	Spr-19	Sum-19	Fall-19	Spr-20	Sum-20	Fall-20	Spr-21	Sum-21	Fall-21	Spr-22	Sum-22
Topical Film Series (on & off-campus)	3	3-5 films			3-5 films			3-5 films			3-5 films		
Europe Through World Children's Literature (with COE & UF NRCs)	3												
Collaborative Events w/Harn Museum (Museum nights, K-12 programs & films)	3	Academic Year			Academic Year			Academic Year			Academic Year		
ILR Seminar Series (6/sem at Oak Hammock & the Villages)	2	Oak Hammock	the Villages		Oak Hammock	the Villages		Oak Hammock	the Villages		Oak Hammock	the Villages	
Viva Europe (Gainesville & the Villages)	2		the Villages			Gainesville			the Villages			Gainesville	
CES Podcast & Youtube (development & regular postings)	2	Develop	Postings added (as appropriate)										
Business & Service Organizations Outreach Meetings (regional Chambers of Commerce, Rotary & Kiwanis)		avg 1 per semester											
Wanderlust (1/sem & special issues print)	15	1 per semester											
UPR Collaborations (mini courses & speaker series, with LASC)	4		Develop	Taught & 1 Speaker	Develop	Taught	Develop	Taught & 1 Speaker	Develop	Taught	Develop	Taught	
Collaborative International Teaching Network (w/other UF NRCs)	2				virtual speaker	Conference	Develop	1:1 virtual exchange	Conference	Develop	classes meet virtually	Conference	
Euro Challenge (regional & national)	2												
CES Cookbook & European Cooking & Culture Courses (printed cookbook & courses based on recipes)	3	Cookbook			Cooking & Culture Course			Cooking & Culture Course			Cooking & Culture Course		
Web Master (OPS) (redesign & maintain CES websites)		Academic Year			Academic Year			Academic Year			Academic Year		
Evaluation & Assessment	Pg	Fall-18	Spr-19	Sum-19	Fall-19	Spr-20	Sum-20	Fall-20	Spr-21	Sum-21	Fall-21	Spr-22	Sum-22
External Evaluation (years 1 & 3 language; years 2 & 4 Center)	4		Preliminary		Preliminary				Follow-up		Follow-up		
Annual Program Report (presented to CLAS Dean)	11		June			June			June			June	
Annual Eval of Director by CLAS Dean (submitted by CES faculty/staff & other relevant chairs & campus admin.)	18		May			May			May			May	
Funding Color Code:	No Cost	UF	UF + DoE	DoE + OCs	DoE								

Evaluation & Assessment (cont.)	Pg	Fall-18	Spr-19	Sum-19	Fall-19	Spr-20	Sum-20	Fall-20	Spr-21	Sum-21	Fall-21	Spr-22	Sum-22
Annual Faculty Evaluations (submitted by relevant departmental chair/center director for all program faculty)	18		April			April			April			April	
IPEAS Program Report (submitted to CES Director based on previous year's assessment outcomes & needs)	11			August			August			August			
Survey/questionnaire assessing CES materials & activities (use & value of sponsored materials, activities & programs)	4	ongoing											
Database Tracking EUS & EUSP Students (courses, study abroad, languages & graduation)	10	ongoing											
CES Degree/Certificate Exit Interviews (all students completing a CES program, developed by IPOAS & APC)	10	Dec. (winter graduation) April (spring graduation)			Dec. (winter graduation) April (spring graduation)			Dec. (winter graduation) April (spring graduation)			Dec. (winter graduation) April (spring graduation)		
Post Graduation Tracking Survey (1 year initial lag with regular follow-up surveys in years 3 & 5)	10			July			July			July			
Pre- & post-course learning assessment (all CES funded area studies courses)	18	Academic Year			Academic Year			Academic Year			Academic Year		
Assessment Program Assistant (OPS)	4	Academic Year			Academic Year			Academic Year			Academic Year		
Resources	Pg	Fall-18	Spr-19	Sum-19	Fall-19	Spr-20	Sum-20	Fall-20	Spr-21	Sum-21	Fall-21	Spr-22	Sum-22
Library Acquisitions (electronic & print subscriptions & materials)	8	ongoing											
Language Lab Resources (software, LCTL texts & videos)	8	Academic Year			Academic Year			Academic Year			Academic Year		
Travelling Suitcases (buy & collect materials & created lesson plans)	4	Academic Year			Academic Year			Academic Year			Academic Year		
European Language & Area Studies Clubs (support community outreach & on-campus engagement activities)	3	Academic Year			Academic Year			Academic Year			Academic Year		
Funding Color Code:		No Cost	UF	UF + DoE	DoE + OCs	DoE							



Center for
EUROPEAN STUDIES
at the University of Florida

APPENDIX 4: Performance Measures Form

Project Goal: Grow Regional and National Impact									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase number of online LTCL courses	1a. Work with Turkish, Hungarian & Polish faculty to create 1 year of online language course	1ai. Number of courses	Semester	University Registrar	0	0	1	2	3
		1aii. Course enrollments	Semester	University Registrar	0	0	5	10	15
	1b. Arrange CITT workshops for CES faculty to discuss best practices for creating online and hybrid courses	1bi. Number of workshops	Annual	Agenda, sign-in sheets	0	2	2	1	1
2. Increase utility & use of CES events beyond the local community	2a Create & post CES speaker talks as podcasts & videos	2ai. Number of posts	Quarterly	Institutional records, hosting sites	0	4	8	10	12
		2aii. Number of views	Quarterly	Institutional records, site analytics	0	80	160	200	240
	2b. Offer LTSI online	2bi. Number of educators participating	Annual	Sign-up, attendance records	0	10	10	10	10
		2bii. Number of educators participating from outside the Florida region	Annual	Sign-up, attendance records	0	5	5	5	5
	2c. LTSI modules & syllabi posted online	2ci. Number of postings	Annual	CES website analytics	0	7	7	7	7
		2cii. Number of views	Annual	CES website analytics	0	10	15	15	20

Project Goal: Increase Participation of Non-traditional Faculty and Students in European Studies Programs									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase the number of courses with significant (20%) European content in non-traditional fields	1a. Meet with faculty in non-traditional colleges such as DCP, CALS, & One Health to discuss academic opportunities	1ai. Number of faculty contacted (<i>targets are cumulative</i>)	Annual	Emails & written communications	0	5	8	15	20
		1aii. Number of meetings held (<i>targetes are cumulative</i>)	Annual	Institutional records	0	3	5	8	12
	1b. Develop 4 new courses with significant European content (20%) in non-traditional fields	1bi. Schedule of Courses (<i>targets are cumulative</i>)	Semester	University Registrar	0	1	2	3	4
	1c. Meet with student groups & organizations from non-traditional fields to raise awareness of CES courses, degree programs & study abroad opportunities	1ci. Number of student groups contacted (<i>targets are cumulative</i>)	Annual	Emails & written communications	0	4	6	8	10
		1cii. Number of student meetings (<i>targets are cumulative</i>)	Annual	Sign-in sheets	0	2	4	6	8
2. Increase participation of non-traditional students in Europe-related program activities	2a. Collaborate with faculty and departments in non-traditional fields to hold a minimum of one Europe-focused events per year	2ai. Number of events held in collaboration with non-traditional departments or faculty (<i>targets are cumulative</i>)	Annual	Institutional records	0	1	2	3	4
		2aii. Number of attendees at events (<i>targets are cumulative</i>)	Per event	Sign-in sheets	0	15	25	35	50
	2b. Work with UF European culture and language groups to engage with students in non-traditional fields	2bi. Number of events offered (<i>targets are cumulative</i>)	Annual	Institutional records	0	2	4	6	8
		2bii. Number of attendees (<i>targets are cumulative</i>)	Per event	Sign-in sheets	0	15	30	50	75
	2c. Extend advertising efforts to include newsletters and other platforms targeted to non-traditional students	2ci. Number of targeted materials created and distributed (<i>targets are cumulative</i>)	Per event	Institutional records	0	4	8	12	16

Project Goal: Expand CES Professionalization Programs for Undergraduate, Graduate Students, and Faculty									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Provide career forums for current students to gain valuable skills and connect with CES alumni and professionals from government, business, non-profit, and academic sectors	1a. Collaborate with UF CRC to create specialized workshops on career related topics	1ai. Number of workshops held	Annual	Institutional Records	0	2	2	2	2
		1aii. Number of attendees	Per event	Sign-in sheets	0	15	20	25	30
	1b. Create a Career Development Series offering 1 graduate and 1 undergraduate focused talk per year	1bi. Number of talks held	Annual	Institutional Records, written communications	0	2	2	2	2
		1bii. Number of participants	Per event	Sign-in sheets	0	15	20	30	50
	1c. Host 2 Alumni Conversations per academic year	1ci. Invitation to CES alum to participate in Alumni Conversation	Semester	Emails & written communications	0	2	2	2	2
		1cii. Attendance at Alumni Conversations	Annual	Sign-in sheets	0	15	30	50	75
2. Incorporate professionalization skills into CES courses and operations	2a. Develop e-portfolio projects in CES courses	2ai. Number of courses with e-portfolio projects	Semester	Institutional Records	0	1	2	3	4
		2aii. Number of students who complete e-portfolios	Semester	Course Records	0	10	15	25	50
3. Sponsor professional development opportunities for CES program related faculty & staff	3a. Provide travel grants for CES faculty and staff to attend regional and national professional development conferences such as FCSS, NCSS, NASPA, NOBLE	3ai. Number of travel grants awarded	Annual	Institutional records	0	3	4	3	4

Project Goal: Increase Partnerships with Other UF NRCs (LASC & CAS)									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Develop & manage educator and pre-service educator training programs with other NRCs	1a. Manage the book choice and speaker for the COE Y1 and Y4 pre-service education literacy course	1ai. Number of students reached in course	Once	Attendance records	0	0	30	0	0
		1aii. Number of lesson plans created	Once	Course assignments	0	0	10	0	0
	1b. Co-host the annual Florida Globally Connected Education Conference & increase European content	1bi. Number of conference attendees	Annual	Institutional records	0	35	40	40	45
		1bii. Number of European related topics presented	Annual	Conference schedule	0	2	2	2	2
2. Provide speakers, sponsor participants, and develop programs at CCs/MSIs	2a. Participate for 1 year of the International Studies Consortium of Georgia	2ai. Number of sponsored participants	Twice	Sign-up, attendance records	0	1	0	3	0
		2aii. Number of conference attendees	Twice	Sign-in sheet	0	30	0	30	0
	2b. Sponsor CC/MSI educators and CES administrator per year for the Global Studies Conference	2bi. CC/MSI sponsored educators attendance	Annual	Sign-up, attendance records	0	1	1	2	2
		2bii. CES administrator attendance	Annual	Attendance records	0	1	1	1	1
	2c. Offer mini-courses on European content & provide speaker on European topic to UPR	3bi. Courses offered & speakers provided	Annual	Course catalogue, email & written communications, advertisements	0	2	2	2	2
		3bii. Number of students in mini-courses & attendees at speaker	Annual	Course roster, attendance records	0	25	25	25	35

Project Goal: Improve Area Studies and Language Course Assessment Infrastructure									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase opportunities for CES faculty to gain training on latest assessment practices and policies	1a. Create a rotation of CES faculty and staff to attend UF's annual Assessment Conference	1ai. Schedule of faculty who will attend each year's assessment conference	Annual	Institutional records	0	3	3	3	3
	1b. Host IPEAS at one faculty meeting a year to update CES on the latest resources and information available at UF	1bi. Invitation to IPEAS to arrange meeting	Annual	Emails and written communications	0	1	1	1	1
		1bii. Faculty meeting summary	Annual	Institutional records	0	1	1	1	1
2. Strengthen CES program and operational assessment plan	2a. Host an external evaluator each academic year to review and assess the effectiveness of the CES	2ai. Invitation to external evaluators	Annual	Emails and written communications	0	1	1	1	1
		2aii. Final written review submitted by evaluator	Annual	Institutional records	0	1	1	1	1
	2b. Create an annual survey of CES graduates to assess the effectiveness of CES on post-graduate academic and/or career placement	2bi. Number of CES alumni contact	Annual	Emails and written communications	0	50	75	100	100
		2bii. Number of completed surveys received	Annual	Institutional records, written communications	0	20	40	60	80



APPENDIX 5: Letters of Support

College of Liberal Arts and Sciences
Office of the Dean

2014 Turlington Hall
PO Box 117300
Gainesville, FL 32611-7300
352-392-0780
352-392-3584 Fax

June 19, 2018

Cheryl Gibbs, Program Director
International and Foreign Language Education
U.S. Department of Education
National Resource Centers, Western Europe
400 Maryland Avenue, SW/ Room 257-15
Washington, DC 20202

Dear Review Committee,

It is my pleasure to write on behalf of Amie Kreppel, Jean Monnet Chair, Associate Professor of Political Science and the Director of the UF Center for European Studies (CES) to offer my full support for the attached proposal to reestablish the Center for European Studies as a Title VI National Resource Center (NRC) and renew its status as a Foreign Language and Areas Studies (FLAS) granting institution. Dr. Kreppel is an exceptional scholar and an experienced administrator currently serving her second term as Director of CES, having served as its founding Director between 2003 and 2011, during which she managed three cycles of Title VI NRC/FLAS grants. The faculty and staff of CES are extremely qualified and truly dedicated to the success of its programs and, most critically, the success of their students. Together, their skills, areas of expertise, and commitment to the objectives of the Title VI program, including inclusivity of diverse perspectives, development of high quality European language and area studies programs and the development, cross-campus collaboration and Community and K-12 outreach will ensure the successful implementation of the objectives described in this proposal.

Support for the Center for European Studies is both broad and deep at the University of Florida, and the College of Liberal Arts and Sciences is particularly committed to ensuring its continued success, as evidenced by the ongoing financial and programmatic support provided. The activities of the Center for European Studies are directly linked to broader College and campus-wide efforts to provide international education and experience for UF students, as well as key skills that will serve them in their careers after they graduate. Through its role in developing courses and programs that support the increasingly popular European track of the International Studies major, organizing Europe related outreach activities on and off campus, and creating an academic community for students, teachers, scholars and community members interested in learning more about Europe from a variety of perspectives, the Center for European Studies serves the interests of the College and provides important benefits to the university and the broader community. Additionally, the Center is an important contributor to the development of faculty research and provides opportunities for national and international collaboration through its many academic conferences and invited talks. Although the Center for European Studies is a comparatively recent addition to UF's numerous international and regional centers and institutes, it has become a central partner in the College's efforts to deliver high quality, internationally oriented programs to our undergraduate and graduate students.

Sincerely,



David Richardson
Dean

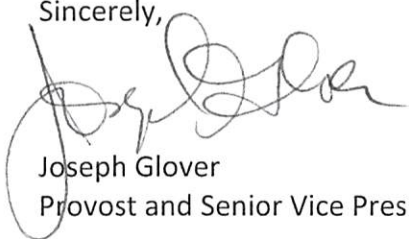
PR/Award # P015A180075

June 13, 2018

Dear Sir or Madam,

I am pleased to be able to write in support of the Center for European Studies' proposal to the Title VI National Resources and Foreign Language and Area Studies program. The Center for European Studies is an important resource for faculty and students across the University of Florida and an instrumental partner in the campus-wide effort to promote international education and research. The Center also serves as important link between the campus community and the broader public by organizing community outreach events that seek to not only enlighten and engage, but also to reach those in underserved communities. The importance of the work of the Center is evidenced by the ongoing support UF provides both to the Center itself and to the promotion of European Studies across a wide array of arenas from faculty hires and research funding, to library resources and significant graduate student support. The University of Florida believes in the importance of an international component to graduate and undergraduate education and the Center for European Studies has served this mission effectively and energetically since its creation in 2003. We are pleased to reconfirm the university's commitment to support the activities of the center.

Sincerely,



Joseph Glover
Provost and Senior Vice President



College of Arts & Sciences
100 University Parkway, Macon, GA 31206
478.471.2490 mga.edu

Macon
Cochran
Dublin
Eastman
Warner Robins
and online everywhere

April 25, 2018

Dr. Philip Williams, Director
Center for Latin American Studies

Dr. Brenda Chalfin, Director
Center for African Studies

Dr. Amie Kreppel, Director
Center for European Studies

University of Florida
Gainesville, Florida 32611

Re: Letter of Support for University of Florida (UFL) Title VI Center Outreach Collaboration with the Nine University and College International Studies Consortium of Georgia

Dear Drs. Williams, Chalfin and Kreppel:

Greetings from Middle Georgia State University (located 80 miles South of Atlanta) and the headquarters of the Nine University and College International Studies Consortium of Georgia.

I am very pleased to hear that the Center for Latin American Studies, the Center for African Studies and the Center for European Studies at the University of Florida have agreed to collaborate with our Consortium during the period 2018 - 2022 on a series of Faculty and Curriculum Development Seminars to be held during 2018, 2019, 2020 or 2021. In each of these years, one of the three UFL national resource centers will send three faculty experts and a center representative to our primary consortium location in Macon or the metro Atlanta area (Clayton State University, Morrow, Georgia) to help train our faculty members on important issues connected to these three world regions. The workshop theme and world region focus will rotate each year. This collaboration with UFL on international/area studies curriculum development will be of great benefit to our teacher and the students they serve. It is appropriate to note here that almost all our consortium schools also offer certificate, degree and graduate programs in teacher training and education.

Our consortium represents a group of over 68,000 students. We are committed to internationalization of courses as well as providing opportunities for faculty members and students to experience and understand other cultures. Founded in 1993, our organization is dedicated to developing, coordinating and implementing domestic and overseas international education and foreign language programs on behalf of the participating universities and

colleges. You will also be interested to learn that diversity of our student bodies is our major strength. Two of our members schools, Fort Valley State and Albany State, are Historically Black Colleges and Universities (HBCUs). A number of other institutions including Clayton State University enroll between 75 and 25% traditionally under represented students. Overall, more than 58% of the students in our consortium do not belong to the mainstream. Therefore, we urgently need your help to increase the knowledge, understanding and awareness of students to issues pertaining to Latin American, African and European Studies so that our young men and women can adapt and succeed in a rapidly changing and highly interdependent global economy.

Based on the foregoing, as the founding Director of the Consortium, I strongly endorse the proposal of the constituent centers of the University of Florida for funding from the National Resource Centers Program of the U. S. Department of Education. I have no doubt that our mutually beneficial collaboration will enhance our partnership and increase participant training at our member schools.

Attached to this letter are demographics and a profile of our consortium. Looking forward to working with you over the next couple of years. Please let me know if you need any additional information.

Thank you very much.

Sincerely,



Raj Sashti, Director

Nine University and College International Studies Consortium of Georgia
raj.sashti@mga.edu - Tel: 404-550-4805
www.mga.edu

Member Institutions of the Consortium

Middle Georgia State University, Macon
Abraham Baldwin Agricultural College, Tifton
Albany State University, Albany (HBCU)
Clayton State University, Morrow
Columbus State University, Columbus
Dalton State College, Dalton (Hispanic Serving Institution)
Fort Valley State University (HBCU)
Georgia Highlands College, Rom/Cartersville
Gordon State College, Barnesville
South Georgia State College, Douglas
University of North Georgia, Dahlonega



June 14, 2018

United States Department of Education
Office of Postsecondary Education
International and Foreign Language Education
400 Maryland Avenue, SW, Room 3E200
Washington, DC 20202

To Whom It May Concern:

It is with great pleasure and enthusiasm that I write to support the applications for funding under the Title VI program for the Center for Latin American Studies and Center for European Studies at the University of Florida (UF) as well as for CLASP partners at Stanford University, Ohio State University, University of North Carolina at Chapel Hill, Duke University, and Florida International University. This grant will not only provide resources to advance the internationalization of our academic programs, but will also offer resources to further the professional development of our faculty and expand training opportunities for our students.

The partnership with UF and other CLASP members provides invaluable opportunities to promote diversity and strengthen area-studies capacities and programming at our institutions. We are delighted to collaborate in the curriculum and professional development activities proposed by our colleagues, and we look forward to continue working closely with them over the next four years.

If you need any other information, please do not hesitate to contact me.

Cordially,

Dr. Luis A. Ferrao
Interim Chancellor

UNIVERSIDAD DE PUERTO RICO
Recinto de Río Piedras
Rectoría

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787-764-0000, Exts. 83000
Fax 787-764-8799

PR/Award # P015A180075

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Patrono con Igualdad de Oportunidades en el Empleo M/M/V/I

June 1, 2018

Dr. Amie Kreppel, Director
Center for European Studies

Dr. Philip Williams, Director
Center for Latin American Studies

University of Florida
Gainesville, FL 32611

RE: Letter of Support for the University of Florida (UF) from BarCamp Gainesville

Dear Drs. Kreppel & Williams,

As lead BarCamp organizer, I'm writing in support of the UF application for Title VI funding. BarCamp was established in California in 2005 as a gathering for people to share and learn in an open environment. It is an intense event with discussions, demos, and interaction from attendees, usually centered around design and technology topics. The event is currently on six continents, and there are dozens of events held each year. BarCamp Gainesville started in 2014, and our 2018 conference was held at the Innovation Hub at UF.

If UF is funded in the upcoming 2018-2022 cycle, BarCamp Gainesville looks forward to their participation in our forthcoming conferences as featured speakers.



Kyle Redon,
Lead Organizer Gainesville BarCamp



FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☐ Comprehensive National Resource Center
- ☐ Undergraduate National Resource Center
- ☐ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: **\$227,784** Year 2: **\$237,719** Year 3: **\$229,220** Year 4: **\$220,969**

FLAS Request

Year 1: **\$255,000** Year 2: **\$255,000** Year 3: **\$255,000** Year 4: **\$255,000**

Type of Applicant

☐ Single Institution: University of Florida

☐ Consortium of institutions

- ☐ Lead _____
- ☐ Partner 1 _____
- ☐ Partner 2 _____
- ☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|---|---------------------------------|
| <input type="radio"/> AFRICA | MIDDLE EAST |
| <input type="radio"/> CANADA | PACIFIC ISLANDS |
| <input type="radio"/> EAST ASIA/PAN ASIA | RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="radio"/> EUROPE | SOUTH ASIA |
| <input type="radio"/> INTERNATIONAL | SOUTHEAST ASIA |
| <input type="radio"/> LATIN AMERICA and the CARIBBEAN | WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

*Arabic (*significant minority language*), *Czech, *French, *German, *Greek (Modern), *Hungarian, *Italian, *Polish, *Portuguese, *Russian, * Spanish, *Turkish

ACRONYM LIST

ACRONYM	EXPLANATION
AATF	American Association of Teachers of French
AATSEEL	American Association of Teachers of Slavic and East European Languages
ACPL	Alachua County Public Library
ACTFL	American Council on the Teaching of Foreign Languages
AH	Art History
ALC	Academic Learning Compact
AP	Absolute Priorities
APA	Assessment Program Assistant
APC	Academic Programs Coordinator
APR	Annual Program Review
ARL	Association of Research Libraries
ASERL	Association of South East Research Librarians
AY	Academic Year
BALSSI	Baltic Language Studies Summer Institute
BC	Barcamps
BCU	Bethune-Cookman University
BEBR	Bureau of Economic and Business Research
BGCPS	Bob Graham Center for Public Service
BOE	Board of Education
CALICO	Computer-Assisted Language Instruction Consortium
CALS	College of Agricultural and Life Sciences
CAS	Center for African Studies
CASU	Culinary Arts Student Union
CBI	Content-based instruction
CC	Community College
CEFR	Common European Framework
CES	Center for European Studies
CGIS	Center for Global Islamic Studies
CHPS	Center for the Humanities and the Public Sphere
CIBER	Center for International Business Education and Research
CITN	Collaborative International Teaching Network
CITT	Center for Instructional Technology and Training
CJS	Center for Jewish Studies
CLAS	College of Liberal Arts and Sciences
CLS	Critical Language Studies
CoA	College of Arts
CoEd	College of Education
CoEng	College of Engineering
CoJ	College of Journalism
CP	Competitive Priorities

CRC	Career Resource Center
CV	Curriculum Vitae
DCP	(College of) Design, Construction and Planning
DSP	Division of Sponsored Programs
EAB	External Advisory Committee
EC	Executive Committee
ECE	East-Central Europe
ECES	East-Central European Studies
ES	European Studies
EU	European Union
EUS	European Union Studies
EWC	Edward Waters College
FAFSA	Free Application for Federal Student Aid
FAMU	Florida Agricultural and Mechanical University
FC	Fiscal Coordinator
FCFP	FRIAS COFUND Fellowship Programme
FCLA	Florida Center for Library Automation
FCSS	Florida Council for the Social Studies
FDTE	Faculty Development and Teaching Excellence
FFRI	France-Florida Research Institute
FGC	Florida Globally Connected
FL	Foreign Language
FLAC	Foreign Language Across the Curriculum
FLAS	Foreign Language and Area Studies
FOL	Romance language teaching methods course code
FRE	French course code
FTE	Full Time Equivalency
GA	Graduate Assistant
GAP	Graduate Assistant Program
GFP	Global Fellows Program
GIE	Global Immersion Experience
GO	Global Officer
GOALS	Girls of Armenia Leadership Soccer
GPA	Grade Point Average
GRE	Graduate Record Examinations
GSC	Greek Studies Center
GTA	Graduate Teaching Assistant
HHP	Health and Human Performance
HR	Human Resources
IDC	Indirect costs
IFAS	Institute of Food and Agricultural Sciences
IIE	Institute of International Education
ILR	Institute for Learning in Retirement

INS	International Studies course code
IPEAS	International Programs Evaluation and Assessment Specialist
IRIS	International Resource Information System
IS	International Studies
IS-Eur	International Studies - European track
ISI	International Scientific Indexing
ISLSP	International Symposium on Languages for Specific Purposes
JMCE	Jean Monnet Center of Excellence
JS	Jewish Studies
KARTA	Archives database: Institute for National Remembrance
LASC	Latin American Studies Center
LCL	Levin College of Law
LCTL	Less/least commonly taught language
LGBTQ	Lesbian, Gay, Bi-sexual, Transgender, Questioning
LLC	(Department of) Languages, Literatures and Cultures
LLP	Limited Liability Partnership
LS	Language Studio
LTSI	Language Teacher Summer Institute
MA	Master of Arts
MBA	Master of Business Administration
MCDA	Multicultural and Diversity Affairs
MES	Modern European Studies
MIB	Master of International Business
MSI	Minority Serving Institution
NASPA	Student Affairs Administrators in Higher Education
NCSS	National Council for the Social Studies
NCSSFL	National Council of State Supervisors for Languages
NEH	National Endowment for the Humanities
NGO	Non-governmental organization
NLC	National Literary Conference
NRC	National Resource Center
OC	Outreach Coordinator
OCLC	Online Computer Library Center
OGDI	Office of Graduate Diversity Initiatives
OGRE	Office for Global Research Engagement
OIA	Office of Institutional Assessment
OIPR	Office of Institutional Planning and Research
OPI	Oral Proficiency Assessments
PG	Project Goal
PhD	Doctor of Philosophy
PLIDA	Progetto Lingua Italiana Dante Alighieri
QEP	Quality Enhancement Program
RA	Research Assistant

RapidILL	Rapid Interlibrary Loan
RGP	Research and Graduate Program
ROTC	Reserve Officers' Training Corps
SA	Study Abroad
SAGE	library west database
SAT	Suite of Assessments
SCOLT	Southern Conference on Language Teaching
SFC	Santa Fe College
SLA	Second Language Acquisition
SLO	Student Learning Outcome
SME	Small and medium-sized enterprises
SP	(Department of) Spanish and Portuguese
SPN	Spanish course code
SPOHP	Samuel Proctor Oral History Program
STEM	Science, Technology, Engineering, and Mathematics
SU	Start-Up
TA	Teaching Assistant
TC	Teaching Center
TESOL	Teaching English to Speakers of Other Languages
UF	University of Florida
UFDC	University of Florida Digital Collections
UFIC	University of Florida International Center
UG	Undergraduate
UGC	Undergraduate Coordinator
UK	United Kingdom
UMMP	University Minority Mentor Program
UPR	University of Puerto Rico
US	United States
USA	United States of America
USP	University Scholars Program
WCBA	Warrington College of Business Administration
WTKK	Local radio station
WUFT	Local NPR radio station

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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CATEGORY	AP/C P	Ref. (pg)	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Total 2018-2022
A. SALARIES (include 3% annual increase)							
<u>1. Project Administration</u>							
Assessment Program Assistant-APA (OPS) The APA will work with CES faculty and staff in implementing output and outcome assessment tools developed in coordination with the UF office of Institutional Planning and Research. <i>Hourly position @ .15 FTE 40% DOE, 60% CLAS/UF match</i>		4	\$ 1,950	\$ 1,950	\$ 1,950	\$ 1,950	\$7,800
Web Master - WM (OPS) A dedicated CES WM to assist in redesigning (incl. ADA compliance) the CES website and maintaining all aspects of associated pages and sites (language and area studies pages, Hungarianist, Migration working group, JMCE, etc. <i>Hourly position @.15FTE 40% DOE, 60% CLAS/UF match</i>		2	\$ 1,950	\$ 1,950	\$ 1,950	\$ 1,950	\$7,800
Subtotal Administrative Salaries			\$3,900	\$3,900	\$3,900	\$3,900	\$15,600
<u>2. Language Instruction</u>							
Development of online LCTL instruction Support to fund the development of at least 1st year Hungarian, Polish and Turkish online courses for UF-Online and innovation academy students + non UF students <i>\$6000 per course to support development of two courses per language (1st and 2nd semester). Teaching of courses funded by UF/CLAS</i>	CP2 FLAS	2	\$ 12,000	\$ 12,000	\$ 12,000	\$ -	\$36,000
Instructor Polish (1.0 FTE) To expand Polish Studies program and move to full time Polish Lecturer allowing for the development of summer study abroad, regular 3rd year Polish language and online course development <i>50% DOE, 50% CLAS/UF match</i>	CP2 FLAS	2	\$ 30,000	\$ 30,900	\$ 31,827	\$ 32,782	\$125,509
New FLAC Development -Faculty 2 new courses per year related to core European Studies courses (@\$5,000 per FLAC) for course development. <i>DoE funds support development grant and UF funds the instruction of all FLAC courses</i>		3	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
CES Contribution to Baltic Studies Summer Institute (BALSSI) To enable UF students to participate in the their established language programs in Estonian, Latvian and Lithuanian. <i>100% DoE</i>	CP2 FLAS	31	\$3,500	\$3,500	\$3,500	\$3,500	\$14,000
Subtotal Language Instruction			\$55,500	\$56,400	\$57,327	\$46,282	\$215,509
<u>3. Area Studies</u>							
"Special Topics in European Studies Course Dev. Grants (UF) 2 competitive grants per year (@ \$5,000 ea.) for UF faculty to develop new courses related to European studies, any discipline. At least two per year in non-traditional fields <i>DoE funds support development grant and UF funds the instruction of all new courses"</i>	AP1 NRC	3	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
Course Enhancement Grants (UF) 4 competitive grants per year (@ \$3,000 ea.) to incorporate substantial (min. 20%) European/EU component into existing courses. At least two per year in non-traditional fields <i>DoE funds support development grant and UF funds the instruction of all enhanced courses</i>	AP1 NRC	3	\$12,000	\$12,000	\$12,000	\$12,000	\$48,000

CATEGORY	AP/C P	Ref. (pg)	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Total 2018-2022
Course Enhancement Grants (Santa Fe College) 2 competitive grants per year (@ \$3,000 ea.) to incorporate substantial (min. 20%) European/EU component into existing courses to support expansion of Europe related courses at local community college. ideally 1/year in non-traditional field <i>DoE funds support development grant and Santa Fe College funds the instruction of all enhanced courses</i>	CP2 NRC	2	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000
Subtotal Area Studies			\$28,000	\$28,000	\$28,000	\$28,000	\$112,000

4. Outreach Personnel							
Language Training Summer Institute (LTSI) - ONLINE Funding to support the transformation of the current the UF Intensive Language Training Summer Institute (LTSI) to an online format to expand potential impact beyond UF region. <i>To be completed in Summer A 2019 to allow for implementation in summer B 2019</i>	AP2 NRC	2	\$5,000	\$ -	\$ -	\$ -	\$5,000
LTSI Pedagogy Training Faculty (.5 FTE Summer A/B) To teach the UF Intensive Language Teaching Summer Institute in online format. Two-week course open to K-12 & Community College FL instructors (access expanded beyond Florida) <i>(incl. 3% annual salary increase)</i> <i>UF Provides tuition waivers for participants (as needed)</i>	AP2 NRC	2	\$5,923	\$6,101	\$6,284	\$6,472	\$24,780
Outreach Salaries Subtotal			\$10,923	\$6,101	\$6,284	\$6,472	\$29,780
Salaries Subtotal			\$98,323	\$94,401	\$95,511	\$84,654	\$372,888

B. FRINGE BENEFITS							
Faculty / Language Instructors Polish and LTSI faculty @ 27%		var.	\$9,699	\$9,990	\$10,290	\$10,599	\$40,578
OPS Staff Webmaster and Assessment Program Assistant @5.6%		var.	\$218	\$218	\$218	\$218	\$874
Fringe Benefits Subtotal			\$9,918	\$10,209	\$10,508	\$10,817	\$41,451

C. TRAVEL							
1. UF Faculty and Staff Development							
Faculty Travel Travel grants to faculty-Competitive <i>7-10 per year @ \$1000-\$1500 each for partial support to permit travel to international (European) conferences.</i>		3	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
Library Bibliographer/Collections Managers Travel to major annual European book fairs <i>Travel, lodging and per diem for 2 per year</i>		8	\$4,000	\$4,000	\$4,000	\$4,000	\$16,000
Florida Council for Social Studies (FCSS) Participation in state-wide annual conference to assist in staff development and networking <i>Travel, lodging and per diem for 1 CES participant/year</i>		3	\$500	\$500	\$500	\$500	\$2,000
National Council for Social Studies (NCSS) Participation in national annual conference to facilitate staff development & networking-poster/presentation in year 3 and/or 4 <i>Travel, lodging and per diem for 1 CES participant/year</i>		3	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
National Association of Student Affairs Professionals (NASPA) Participation in national annual conference to facilitate staff development & networking-poster/presentation in year 3 and/or 4 <i>Travel, lodging and per diem for 1 CES participant/year</i>		3	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000

CATEGORY	AP/C P	Ref. (pg)	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Total 2018-2022
NOBLE's ISLSP/CIBER conference To sponsor faculty to attend conferences in 2020 & 2022, Conference provides K-16 educators training on developing language for specific purposes materials and fostering targeted subject FL acquisition (e.g. business or health professions) <i>Travel, lodging and per diem</i>	AP2 NRC	3	\$ -	\$1,000	\$ -	\$1,000	\$2,000
National Literature Conference Support for COE faculty member responsible for Europe through World Children's Literature course to attend National Literature Conference (year 2) <i>Travel, lodging and per diem</i>	CP2 NRC	3	\$ -	\$1,500	\$ -	\$ -	\$1,500
<u>2. Conferences and Courses-UF Faculty and Staff</u> UPR Collaboration - Mini Courses Collaboration with the University of Puerto Rico to support (European) area studies in partnership with LAS and CLASP institutions such as FIU, Stanford, UNC Chapel-Hill and Ohio State. CES will provide one 1-credit, 15-hour mini course with 100% European or EU specific content per year. <i>Travel, lodging, per diem, incidentals for two weeks</i>	CP1 NRC	4	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
UPR Speaker Series To provide support for a guest speaker on a European topic for an event hosted at the University of Puerto Rico to improve Europe related expertise and foster the development of academic links. <i>Travel, lodging, per diem (1-2 speakers in years 1 and 3)</i>	CP1 NRC	4	\$1,000	\$ -	\$1,000	\$ -	\$2,000
<u>3. Outreach - UF Faculty and Staff</u> Barcamps CES will provide presentations to local and regional businesses on EU-related business issues and strategies, e-commerce (incl. related EU regulations), transnational business collaboration and other requested topics. Participation in one event in year 1, and two events in years 2-4 <i>Travel, lodging, per diem, incidentals</i>		4	\$500	\$1,000	\$1,000	\$1,000	\$3,500
Start-Up Conferences CES will provide EU specific presentations to leaders of new emerging tech companies on e-commerce strategies for the EU (incl. related EU regulations), transnational business collaboration and other topics as requested. Participation in one event in year 2, and two events in years 3-4 <i>Travel, lodging, per diem, incidentals</i>		4	\$ -	\$500	\$1,000	\$1,000	\$2,500
ILR - Expansion (The Villages) Expansion of the Institute of Learning in Retirement symposium series to "the Villages" retirement community (Sumter County). <i>Mileage/gas expenses for 6 speakers per year (~80 miles each way)</i>		2	\$450.00	\$450.00	\$450.00	\$450.00	\$1,800
Travel Subtotal			\$21,450	\$23,950	\$22,950	\$22,950	\$91,300

D. SUPPLIES

<u>1. Library Acquisitions</u> Electronic - data base subscriptions and electronic full-text journal subscriptions. <i>Materials are selected in coordination with CES faculty</i>		8	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
Print - including especially government and historical documents, foreign language texts, as well as materials that are not easily available in the USA purchased during book fair/buying trips. <i>To the extent possible materials are selected in consultation with CES and other European Studies faculty</i>		8	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000

CATEGORY	AP/C P	Ref. (pg)	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Total 2018-2022
2. Language Studies							
Language Lab Resources including software, new electronic resources, LCTL FL texts and videos, other req. resources. <i>100% match from CLAS/UF</i>	CP2 FLAS	36	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
3. Outreach and Program Materials							
ILR Annual Seminar Series Including production of materials, handouts and rental of equipment (projectors/films etc) as needed		2	\$600	\$600	\$600	\$600	\$2,400
Annual Thematic Conferences Supplies for annual conferences including printing costs, materials for participants and panelists, etc.		3	\$500	\$500	\$500	\$500	\$2,000
Travelling Suitcases Purchase and collection of materials to stock the travelling suitcases that will be distributed to K-12 teachers locally, regionally and eventually nationally. Initial collection in year 1 with supplemental expansion of materials in years 2-4 <i>Cultural artifacts, elements of everyday life, traditional art etc. need to be purchased from a variety of countries.</i>	AP2 NRC	4	\$1,500	\$500	\$500	\$500	\$3,000
CoEd Europe Through World Children's Literature Course Partnership with CAS and LAS to provide geographic focus for a pre-service literacy education course. <i>Purchase of relevant text and associated materials for partnering schools (CES is sponsoring in year 2)</i>	CP2 NRC	3	\$ -	\$1,000	\$ -	\$ -	\$1,000
Harn - Museum Nights Support for programming costs for CES Museum Nights program for post-secondary and general public audiences <i>\$500 per event, 1 per semester, 2 per year</i>		3	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
Program Outcomes Assessment Surveys and Questionnaires Distributed to UF faculty, students and K-12 teachers, and alumni to assess the in-class use and value of CES sponsored materials, activities and programs.		4	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
Wanderlust (Newsletter) Including online and (limited) print production and distribution		2	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
Support for European Language and Area Studies Clubs Materials to support community outreach efforts and on campus engagement activities of CES supported student clubs. <i>\$300 per club per year (Polsa, EU Studies Club, Slavic Students Assoc., The Magyars (Hungarian), Turkish Student Association)</i>		3	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
CES Cultural Cookbook (2nd edition) An updated version of our 2008 5yr anniversary cookbook. Development and production of both a print and E-book version. Print version available for distribution at CES general outreach events and use in CES sponsored cooking courses. <i>Materials updated/reformatted: Fall 2018, Production: Spring 2019</i>		3	\$5,000	\$ -	\$ -	\$ -	\$5,000
Supplies Subtotal			\$34,600	\$29,600	\$28,600	\$28,600	\$121,400

CATEGORY	AP/C P	Ref. (pg)	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Total 2018-2022
E. OTHER							
<u>1. Honorariums, Stipends and Guest Travel: On Campus Events</u>							
Annual Thematic Conferences - Honorariums	AP1 NRC	3	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
Honorariums for visiting speakers to participate in CES sponsored thematic conferences/workshops. 2018-2019: Should I Stay or Should I go? The Aftermath of Brexit 2019-2020: After the fall of the Wall & Solidarity: Europe Transformed? 2020-2021: Refugees, Migrants and Cultural Contestation in Europe 2021-2022: Climate Ch., Sustainability & the Transatlantic Relationship \$500 per speaker; 6 speakers per year							
Annual Thematic Conferences - Travel	AP1 NRC	3	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
Travel, lodging, per diems, incidentals \$8000 total for 6 speakers, UF Match = \$3500/year							
CES "European Studies Because....." Series - Honorarium	AP1 NRC	3	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
International guest speakers on Europe related topics targeting non-traditional (Health, Agriculture, Food Science, Design and Construction). Four speakers per year. \$750 per speaker; \$1500/year UF Match							
CES "European Studies Because....." Series - Travel	AP1 NRC	3	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
Travel, lodging, per diem, incidentals, \$3500/year UF Match							
75th Anniversary of the End of WWII Series-Honorariums		3	\$ -	\$1,000	\$ -	\$ -	\$1,000
Honorariums for two speakers to provide the opening and closing keynote addresses for the WWII Anniversary Conference \$500 honorarium per speaker; 2 speakers							
75th Anniversary of the end of WWII Series - Travel		3	\$ -	\$3,000	\$ -	\$ -	\$3,000
Travel, lodging, per diem, incidentals							
CES Career Development Speaker Series - Honorariums		3	\$1,050	\$1,050	\$1,050	\$1,050	\$4,200
Creation of a targeted speakers program aimed at assisting graduate and undergraduate students to identify the variety of career opportunities open to them. One speaker per semester (alternating focus on graduate and undergraduate students) + 1 Alumni speaker. \$350 honorarium per speaker; 3 speakers/year							
CES Career Development Speaker Series - Travel		3	\$2,250	\$2,250	\$2,250	\$2,250	\$9,000
Travel, lodging, per diem, incidentals (3 speakers/year @ \$750 ea.)							
Europe Through World Children's Literature - Honorarium	CP2 NRC	3	\$ -	\$1,000	\$ -	\$ -	\$1,000
Invited expert or author to lead session of a pre-service education literacy course dedicated to children's literature across world regions and global themes. CES support in year 2 (LAS and CAS supporting in other years). Honorarium for guest author/expert							
Europe Through World Children's Literature - Travel	CP2 NRC	3	\$ -	\$1,200	\$ -	\$ -	\$1,200
Travel, lodging, per diem, incidentals							
CES European Studies Working Group Conference Grant		3	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
An annual grant to support a conference, workshop or other public event on a topic of general interest. Small groups of at least 3 faculty working with at least 2 advanced graduate students and representing at least two academic units can submit proposals. Awards are made in early Fall semester with events occurring in the spring semester. Flat award. Total grant = \$5000 with possible top-ups with justification (covered by UF funds as needed)							

CATEGORY	AP/C P	Ref. (pg)	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Total 2018-2022
<u>2. Honorariums, Stipends and Guest Travel: Off Campus Events</u>							
Viva Europe Performers - Fees Local and regional performers to provide Europe related music, dance and other artistic performances during the annual Viva Europe festival (alternating Gainesville and the Villages <i>4 performers/groups per year @\$800 each</i>		2	\$3,200	\$3,200	\$3,200	\$3,200	\$12,800
Viva Europe Performers - Travel <i>Up to 2 non-local performers/groups per year @\$600 each (travel/lodging)</i>		2	\$1,200	\$1,200	\$1,200	\$1,200	\$4,800
Nine University/College Int'l Studies Consortium of Georgia - Honorariums Organization of an annual 1-day workshop to support faculty at regional MSI in the development of area studies expertise for use in teaching and research activities. In collaboration with other UF NRCs (LAS and CAS). CES provides regional focus in year 3, joint cross-regional thematic focus in year 4 (shared costs) <i>Professional development fees 3 speakers \$300/speaker CES 100% year in 3, 33% in year 4</i>	CP1 NRC	4	\$ -	\$ -	\$900	\$300	\$1,200
Nine University/College Int'l Studies Consortium of Georgia - Travel <i>Travel, lodging, per diem and incidentals 3 speakers, 1 admin. CES 100% year in 2, 33% in year 4</i>	CP1 NRC	4	\$1,000	\$ -	\$ 3,000	\$ -	\$4,000
Florida Globally Connected Conference - Honorarium Collaboration with global non-profits, other UF area studies centers, the UF College of Education and Florida School districts to organize an annual 1 day Global Education Conference. <i>Speaker Honorarium - 1 per/year</i>	AP2 CP2 NRC	3	\$250	\$250	\$250	\$250	\$1,000
Florida Globally Connected Conference - Travel <i>Travel, lodging, per diem, incidentals</i>	AP2 CP2 NRC	3	\$750	\$750	\$750	\$750	\$3,000
Collaborative International Teaching Network (CITN) Support for CES virtual exchange collaborations to engage in asynchronous and synchronous activities examining global issues from diverse perspectives. Supports 1 guest speaker/year to attend/lead workshops on implementing virtual exchange projects. <i>Travel, lodging, per diem, incidentals, UF match for year 1</i>	AP1 NRC	2	\$ -	\$2,000	\$2,000	\$2,000	\$6,000
Global Studies Conference on NRC/CC/MSI Collaboration 2-day symposium designed for CC/MSI/NRC, Title III and Title V, partner faculty members, sponsored by UF NRCs from all world regions. Provides professional development and a networking forum for CC/MSI educators and opportunities for NRC joint program development to increase ES at CC/MSI institutions. <i>Travel, lodging, per diem, incidentals for 1 MSI/CC faculty</i>	CP1 NRC	4	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
Euro Challenge Sponsor local high school(s) to participate in regional & national competition focusing on EU topics by providing travel stipends for students to participate (3-6) per year in year 2-4 <i>Travel, lodging @ \$300-\$500 per student (location varies)</i>		2	\$ -	\$1,500.00	\$2,000.00	\$3,000.00	\$6,500
K-12 Student Transport to Harn events Bus rentals to allow non-local students from the surrounding counties to participate in educational events at the Harn (ex. WWI Propaganda/Nationalism poster exhibit in 2018-2019) <i>transportation of 60-70 K-12 students to Harn Museum</i>		2	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$4,000
ILR @ the Villages - Stipends Stipends for speakers participating in the ILR series at the Villages to compensate for additional presentation and extra time commitment due to distance of location. <i>6 speakers per series, \$200/speaker, 1 series per year</i>		2	\$1,200	\$1,200	\$1,200	\$1,200	\$4,800

CATEGORY	AP/C P	Ref. (pg)	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Total 2018-2022
UPR Mini Course - Stipend Stipend to faculty member to develop and teach two-week intensive mini course at the University of Puerto Rico <i>\$500/week, \$1000 per course</i>	CP1 NRC	4		\$1,000	\$1,000	\$1,000	\$4,000
UPR Speaker Series - Stipend To provide support for a guest speaker on a European topic for an event hosted at the University of Puerto Rico to improve Europe related expertise and foster the development of academic links. <i>Speaker honorariums (1-2 speakers in years 1 and 3)</i>	CP1 NRC	4	\$500	\$ -	\$500	\$ -	\$1,000
Teacher Stipends - Travelling Suitcases - Stipend Small stipend to support K-12 teachers employing the newly developed CES traveling suitcases in their courses. <i>\$200 stipend per teacher, 2 in year 1, 5 in years 2, 7 in year 3 and 9 in year 4</i>	AP2 NRC	4	\$400	\$1,000	\$1,400	\$1,800	\$4,600
3. Assessment and Training for CES Faculty and Staff							
External Evaluations - Honorarium Detailed evaluations of CES programs and suggested improvements. Includes language & general area studies evaluations (alternating years). <i>Stipend for evaluator visit and formal written report \$2000 each</i>		4	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
External Evaluation Evaluators' site visits for both Language (year 1 & 3) and Center (year 2 & 4) evaluators <i>Travel, lodging, per diem and incidentals (1 per year)</i>		4	\$1,200	\$1,200	\$1,200	\$1,200	\$4,800
OPI/ACTFL Training for LCTL Instructors - Fee To pay for ACTFL OPI training (onsite) for up to 10 instructors (per event) in 2nd and 4th year. At least 50% of participants will be LCTL instructors. <i>Fixed fee for 2-day onsite training</i>	CP2 FLAS	3	\$ -	\$2,950	\$ -	\$2,950	\$5,900
ACTFL OPI Training Instructor - Travel 2-day workshops onsite @ UF <i>Travel, lodging, per diem, incidentals</i>	CP2 FLAS	3	\$ -	\$1,200	\$ -	\$1,200	\$2,400
4. Rentals, Fees & Memberships							
Thomas Center Gardens or Depot Park Historic gardens (Thomas Center) and New public park (Depot) used for outdoor public film screenings to increase community awareness and participation <i>@\$400/event, 2 events per year</i>		3	\$800	\$800	\$800	\$800	\$3,200
Hippodrome Theatre - Rental Historic theatre, downtown used for public film screenings to increase community participations <i>@\$600/event, 3 per year</i>		3	\$1,800	\$1,800	\$1,800	\$1,800	\$7,200
Harn Museum Museum nights, Risk cinema, faculty exhibits and K-12 educational programs. @ 6 events/year total <i>@\$500/event for docent fees, space rental & security costs</i>		2-3	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
Viva Europe Use of downtown ampitheatre (Bo-Diddley Plaza) to host Viva Europe in Gainesville (alternate years). Associated costs in the Villages are being donated. <i>Rental of stage, sound equipment fees and associated city mandated security costs</i>		2	\$ -	\$1,500	\$ -	\$1,500	\$3,000

CATEGORY	AP/C P	Ref. (pg)	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Total 2018-2022
CES Podcast Series Provides public access to podcasts of CES sponsored speakers from a variety of events, as well as compiled audio from speaker interview videos. Organized thematically with introductions <i>\$30/month hosting fees</i>		2	\$360	\$360	\$360	\$360	\$1,440
Film Screening Rights (Educational/off campus) WWII Film Series (2 films off campus @ avg. \$450 ea.) yr. 2, Annual Film Series (3 films off campus @ avg. \$450 ea.) yrs. 1-4		3	\$1,350.00	\$2,250.00	\$1,350.00	\$1,350.00	\$6,300
Membership and Conference Fees <i>Florida Council for Social Studies (FCSS) \$35/\$90</i> <i>National Council for Social Studies (NCSS) \$56/\$280</i> <i>Nat'l Assoc. of Student Affairs Professionals (NASPA) \$75/\$450</i>		3	\$986.00	\$986.00	\$986.00	\$986.00	\$3,944.00
Travelling Suitcases - Shipping costs Items will need to be shipped to teachers in years 2-4 (year 1 is local distribution only with 2-3 remaining local in years 2-4) <i>\$30 per suitcase, CES pays outward shipping, recipient pays return shipping. Anticipated increase demand over time</i>	AP2 NRC	4	\$ -	\$90.00	\$150.00	\$210.00	\$450.00
CES Cooks - European Cooking and Culture Courses Rental of Florida Health services certified kitchen space to hold CES cooking courses based on recipes from the CES Cookbook. In collaboration with the UF Culinary Arts Student Union (CASU). <i>One 4 class series per year, @\$200 per 2hr lesson slot</i>		3	\$800.00	\$800.00	\$800.00	\$800.00	\$3,200.00
Advertising Fees Targeted print and electronic advertising for all CES sponsored/co-sponsored events, programs, and grant competitions, including posters, boosting relevant social media posts, newspaper advertisements and radio spots (local stations) to maximize awareness of all CES events and activities and maximize participation from diverse audiences.		var.	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$14,000.00
Other Subtotal			\$47,096	\$62,536	\$55,146	\$58,156	\$222,934
F. TOTAL DIRECT COSTS			\$211,386	\$220,695	\$212,715	\$205,177	\$849,973
G. INDIRECT COSTS (@ 8%) not applied to rentals fees			\$16,399	\$17,024	\$16,505	\$15,782	\$65,710
H. FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS							
Academic Year							
Graduate Institutional Payments 5 @ \$18,000 each		48	\$90,000	\$90,000	\$90,000	\$90,000	\$360,000
Graduate Student Stipends 5 @ \$15,000 each		48	\$75,000	\$75,000	\$75,000	\$75,000	\$300,000
Undergraduate Institutional Payments 3 @ \$10,000 each		48	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000
Institutional Payments 3 per year at \$5000 each		48	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000
Subtotal Academic Year			\$210,000	\$210,000	\$210,000	\$210,000	\$840,000
Summer							
Summer Institutional Payments 6 @ \$5,000 each		48	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000
Summer Student Stipends 6 per year @ \$2,500 each		48	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000
Subtotal Summer			\$45,000	\$45,000	\$45,000	\$45,000	\$180,000
FLAS Subtotal			\$255,000	\$255,000	\$255,000	\$255,000	\$1,020,000
Total Federal Funding Requested			\$482,784	\$492,719	\$484,220	\$475,959	\$1,935,683

CATEGORY	Ref. (pg)	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Total 2018-2022
A. SALARIES (include 3% annual increase)						
<u>1. Project Administration</u>						
		UF Contribution				Total
Director (Amie Kreppel)	9	100% \$ 27,586	100% \$ 28,414	100% \$ 29,266	100% \$ 30,144	\$ 115,411
.75 FTE summer appointment UF CLAS = 100%						
Fiscal Coordinator (Lisa Booth)	9	\$ 28,933	\$ 29,801	\$ 30,695	\$ 31,616	\$ 121,044
Fulltime 12 month staff position. Tasked with fiscal oversight of CES including grants management and reporting tasks. .5 FTE commitment to NRC/FLAS UF CLAS = 100%						
Academic Programs Coordinator (Corinne Tomasi)	9	\$ 30,000	\$ 30,900	\$ 31,827	\$ 32,782	\$ 125,509
Fulltime 12 month staff position. Tasked with advising students (assisting UGC), course enrollment, academic program development/management, student club liaison. .5 FTE commitment to NRC/FLAS UF CLAS = 100%						
		UF Contribution				Total
Assessment Program Assistant-APA (OPS)	4	60% \$ 2,925	60% \$ 2,925	60% \$ 2,925	60% \$ 2,925	\$11,700
The APA will work with CES faculty and staff in implementing output and outcome assessment tools developed in coordination with the UF office of Institutional Planning and Research. Hourly position @ 15 FTE 40% DOE, 60% UF CLAS						
Web Master - WM (OPS)	2	\$ 2,925	\$ 2,925	\$ 2,925	\$ 2,925	\$11,700
A dedicated CES WM to assist in redesigning (incl. ADA compliance) the CES website and maintaining all aspects of associated pages and sites (language and area studies pages, Hungarianist, Migration working group, JMCE, etc. Hourly position @ .15 FTE 40% DOE, 60% UF CLAS						
Subtotal Project Administration		\$ 92,369	\$ 94,964	\$ 97,638	\$ 100,391	\$385,362
<u>2. Language Instruction</u>						
		UF Contribution				Total
Polish Lecturer (1.0 FTE)	2	50% \$ 30,000	50% \$ 30,900	50% \$ 31,827	50% \$ 32,782	\$125,509
To expand Polish Studies program, including summer study abroad and online Polish course(s) 50% DoE, 50% UF CLAS						
Foreign Language across the Curriculum (FLAC) Course Development Grants - GRADUATE STUDENTS	3	\$16,000	\$16,480	\$16,974	\$17,484	\$66,938
Two courses per year related to core European courses awarded to graduate students to support development/teaching of FLACs. UF CLAS = 100% development/instruction of FLAC courses \$8,000/per course, 2 awards per year						
Foreign Language across the Curriculum (FLAC) Tuition Waiver	3	\$8,078	\$8,482	\$8,906	\$9,351	\$34,817
Two tuition waivers per year related awarded to graduate students during the semester they 1st teach the FLAC. UF CLAS = 100% Current 9 credit tuition waiver is \$4,039 (5%/yr increase)						
Subtotal Language Instruction		\$54,078	\$55,862	\$57,707	\$59,617	\$227,264

CATEGORY	Ref. (pg)	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Total 2018-2022
3. Area Studies						
Special Topics in European Studies: Course Development Grants - GRADUATE STUDENTS Two grants per year awarded to advanced graduate students to develop/teach new Europe related courses. <i>UF DSP = 100% development/instruction of FLAC courses</i> <i>\$8,000/per course, 2 awards per year</i>	3	\$16,000	\$16,480	\$16,974	\$17,484	\$66,938
Special Topics in European Studies Tuition Waiver Two tuition waivers per year related awarded to graduate students during the semester they 1st teach the course. <i>UF DSP = 100%</i> <i>Current 9 credit tuition waiver is \$4,039 (3%/yr increase)</i>	3	\$8,078	\$8,482	\$8,906	\$9,351	\$34,817
Subtotal Area Studies		\$24,078	\$24,962	\$25,880	\$26,835	\$101,755
4. Outreach Personnel						
Outreach Coordinator (Carla Ruffer) Fulltime 12 month staff position tasked with management of all CES outreach activities (on and off campus) including networking with K-12 and other community groups and other NRC and relevant on campus organizations. .6 FTE commitment to NRC/FLAS <i>UF CLAS = 100%</i>	9	\$33,000	\$ 33,990	\$ 35,010	\$ 36,060	\$138,060
Subtotal Outreach		\$33,000	\$33,990	\$35,010	\$36,060	\$138,060
Salaries Subtotal		\$203,525	\$209,778	\$216,235	\$222,903	\$852,441
B. FRINGE BENEFITS						
Faculty Director and Polish Instructor @ 27% (faculty rate)	var.	\$15,548	\$16,015	\$16,495	\$16,990	\$65,048
Staff Administration Fiscal Coordinator, Academic Programs Coordinator and Outreach Coordinator @ 35.1%	var.	\$32,268	\$33,236	\$34,234	\$35,261	\$135,000
OPS Staff Fringe APA and Webmaster @ 5.6% (OPS rate)	var.	\$328	\$328	\$328	\$328	\$1,310
Graduate Student Instructors For special topics and FLAC courses @11.7%	var.	\$3,744	\$3,856	\$3,972	\$4,092	\$15,664
Fringe Benefits Subtotal		\$51,888	\$53,435	\$55,028	\$56,670	\$217,022
C. TRAVEL						
Graduate Student Travel Travel grants to Graduate Students For partial support to permit travel to graduate students for research and conferences. <i>UF DSP = 100%.</i> <i>5-10 per year @ \$1000-\$2000 each</i>	23	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000

CATEGORY	Ref. (pg)	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Total 2018-2022
Undergraduate Student Travel Travel grants to undergraduate students to support study abroad, experiential learning opportunities etc. <i>UF DSP = 100%</i> <i>6 per year @ \$500-\$750</i>	24	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
Travel Subtotal		\$13,000	\$13,000	\$13,000	\$13,000	\$52,000
D. SUPPLIES						
Language Resources including software, access to online language training apps, foreign language movies, resource textbooks for faculty and other instructional materials. <i>UF CLAS = 100%</i>	36	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
Miscellaneous Supplies Support for supplies as needed for specifically Title VI supported Europe-related activities <i>UF CLAS = 100%</i>	21	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
Supplies Subtotal		\$7,500	\$7,500	\$7,500	\$7,500	\$30,000
E. OTHER						
Annual Thematic Conferences Travel, lodging & meals for international participants <i>UF Match - CLAS</i>	3	\$3,500	\$3,500	\$3,500	\$3,500	\$14,000
CES "European Studies Because....." Series - Honorarium International guest speakers on Europe related topics targeting non-traditional (Health, Agriculture, Food Science, Design and Construction). Two speakers per year. <i>\$750 per speaker, \$1500/year</i> <i>UF Match - Provost</i>	3	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
CES "European Studies Because....." Series - Travel Travel, lodging, per diem, incidentals, \$3500/year <i>UF Match - Provost</i>	3	\$3,500	\$3,500	\$3,500	\$3,500	\$14,000
CES and UF Conference Support Funding to allow CES to provide additional support to Europe-related events organized by other units campus wide (includes \$5K in concession funds per year) <i>UF Provost = 100%</i>	13	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000
CES Publications Funding to support publication and distribution of CES materials (promotional and informational) <i>UF CLAS = 100%</i>	var.	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
Other Subtotal		\$26,500	\$26,500	\$26,500	\$26,500	\$106,000
F. TOTAL DIRECT COSTS		\$302,413	\$310,213	\$318,264	\$326,573	\$1,257,465